

# **MONTANA CAREER ASSOCIATION**

## **ADVISOR MANUAL**

**Jobs for Montana's Graduates**

# Advisor Manual

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Developed by Jobs for Montana's Graduates  
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July 2008

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# FOREWORD

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This manual is intended to give chapter advisors a broad range of instructional tools, organizational information, professional guidance and methods for using the Montana Career Association to create a unique learning environment in which students will become more motivated and more likely to achieve success.

The career association embodies a fundamental purpose of the Jobs for Montana's Graduates program: to help young people to succeed both in school and on the job. It is a showcase for student achievement and an incentive for members.

It is essential that the local career association chapter be "owned" by the members. The advisor, however, is responsible for creating a learning environment and offering choices for chapter members to organize and implement their chapter in the most effective manner.

The association is integral to the instructional program and should not be perceived as extra-curricular but as a teaching tool to help your students acquire the knowledge, skills and motivation they need to continue their education and/or enter a career field with advancement opportunities.

This manual should be used in conjunction with the curriculum guides and other resources provided by Jobs for Montana's Graduates.

## 1.1 What is it?

The MCA is the state organization of the National Career Association (NCA) and is sponsored by Jobs for Montana's Graduates (JMG). The Montana Career Association (MCA) is a student-led organization for students who are enrolled in JMG. All JMG students are members of the association.

JMG was implemented in April 1990 and is affiliated with a national organization – Jobs for America's Graduates (JAG). JAG was established in Delaware in 1979 and has been successfully replicated in approximately 26 states and territories.

## 1.2 Why should we have a chapter?

Many students involved in the JMG program have not experienced the opportunities afforded by youth organizations. Career association activities provide members with an opportunity to develop, practice and refine skills necessary for personal, academic and career success. Chapter advisors are held accountable for implementing the career association and using it effectively to achieve six fundamental yet powerful goals.

1. **Student Motivation.** The various activities of the association – individual, committee or chapter – help create a motivational environment. Members are motivated intrinsically as they gain confidence in themselves and other members through chapter activities. In addition to greater involvement in chapter activities, members are more likely to be involved in academic and other activities. Research indicates that when students feel connected to their school, they stay are more likely to remain in school. The competitive events program is another effective motivational tool since members demonstrate their skills in work-readiness and competency-based competition.
2. **Leadership Development.** Activities completed through the association will help develop the total person, as a leader and a follower. The value of developing leadership qualities is best demonstrated in the workplace where managers (leaders) create an environment in which employees (followers) are expected to achieve certain outcomes (results). The chapter should be thought of as a **workplace team**.
3. **Social Development.** Many students graduate with a lack of social maturity. They also lack the ability to communicate effectively in a group setting with others, either as a leader or a follower. Social events sponsored by the

chapter will help members learn to dress appropriately for various occasions, coordinate and organize events, manage time, communicate and interact with other youth and adults and practice social etiquette. Social activities provide opportunities for students to mature and feel comfortable in group settings.

4. **Personal Recognition.** Competitive events and other activities sponsored by the association give members an opportunity for personal recognition at the local, state and national levels. Personal recognition can be achieved both within and outside of the organization.
5. **Volunteering.** Students are required to perform **ten** hours of volunteer service during the year. This requirement can be met through individual participation or chapter activities. (Hours are input in the eNDMS - Model Services section and can be used for documentation of Individual and Chapter Civic Events entries for the Career Development Conference.) Volunteering provides students with an opportunity to help others, learn Responsibility, gain or improve skills and experiences that can be included on job resumes and help the community in which they live a better place. Helping others is a confidence builder for many students. It is sometimes the first step for a student to begin helping himself or herself. The best part of volunteering is that everyone benefits – both the giver and the receiver.
6. **Career Entry and Advancement.** The career association is a support system to enable students to stay in school, graduate and join the workforce in a position with career advancement opportunities. The association, through planned activities, brings members in contact with the employer community. These contacts increase the likelihood of attachment to the labor force.

### 1.3 Official Emblems and Codes

**Official Emblem.** The emblem of the MCA is a circle containing the name of the program that sponsors MCA (Jobs for Montana's Graduates). Within the circle is the outline of Montana, containing a keyhole. This keyhole, in conjunction with the key, represents the unlocking of the doors" to career development and job placement for members. To the left of the key is a mortarboard with a tassel, which is symbolic of academic achievement and a high school diploma. The emblem is based on the emblem of the National Career Association.



**Official Motto.** The NCA/MCA motto is "From Classrooms to Careers."



**Official Tagline.** The official tagline of the NCA/MCA is: “Preparing Today for a Career Tomorrow.”

**Official Colors.** The colors of the MCA are blue and gold. The blue symbolizes the success achieved through leadership, education and career awareness. The gold symbolizes the richness of opportunities available to members. These colors should appear in connection with all meetings and promotions of the MCA.

**Official Salute.** The Pledge of Allegiance is the official salute of the MCA organization. To properly conduct the salute, face the flag of the United States, place the right hand over the left breast and, holding it there, repeat the following pledge:

“I pledge allegiance to the Flag of the United States of America and to the republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.”

**Official Creed.** Following is the Creed adopted by the Montana Career Association:

*I believe I have the right and the responsibility to establish career goals and to develop skills necessary to achieve these goals.*

*I believe that I must choose a vocation appropriate to my interests, aptitudes and abilities.*

*I believe that I have the opportunity to develop my full potential and become a productive member of my community.*

*I understand the importance of learning about careers, leadership skills and community service.*

*I believe that the success of the free enterprise system depends upon the cooperation of government, labor, business, education and the community.*

*I believe that participation in the Montana Career Association and Jobs for Montana’s Graduates will strengthen my ability to achieve personal and career goals for a successful future.*

**Official Newsletter.**

**JMG Newsletter** is the official state newsletter. It is published twice a year, spring and fall, by the JMG state office. Copies are distributed to job specialists to share with student members and other partners within the community.

**Code of Conduct.**

A good reputation enables you to take pride in your organization. Montana Career Association (MCA) members have an excellent opportunity at this conference to create an excellent reputation and standards of conduct for future members to uphold. Your conduct at any MCA function should reflect good conduct and enhance the reputation of the association.

1. Your behavior, at all times, should be such that it reflects credit to you, your school, the Montana Career Association and Jobs for Montana's Graduates.
2. Student conduct is the responsibility of the local chapter advisor. Students shall keep their advisors informed of their activities and whereabouts at all times.
3. You are expected to attend all general sessions, workshops and other scheduled conference activities. Please be prompt and prepare for sessions. You must not be late for competitive events.
4. Students are to report any accidents or injuries or illnesses to their chapter advisor immediately.
5. Students may not leave the conference facility unless the chapter advisor or the conference director gives written permission.
6. If a student is responsible for stealing or vandalism, the student and his/her parents will be expected to pay the damages.
7. Students may not purchase, consume or be under the influence of alcohol or drugs while representing the Montana Career Association at the Career Development Conference or any other sponsored activity.
8. Smoking is not allowed.
9. Students who disregard the rules will be subject to disciplinary action and may be sent home at their own expense.
10. Students violating or ignoring any of the conduct rules will subject their entire delegation to being unseated and their competitive events participants to being disqualified.
11. Business attire is appropriate. No HATS can be worn during the workshops, general sessions or competitive events.

## 2.1 Membership Categories

**Active Membership.** Active members are secondary students who are enrolled in a Jobs for Montana's Graduates program. Members who are active in their local chapter are automatically members of the state association. Members are asked to make a commitment to the association by signing an MCA/JMG Member Commitment form (see Appendix H). Members are formally inducted into the association during the Initiation and Installation Ceremony. Active members may participate in association activities, in competitive events, vote, run for and hold elective office.

**Honorary Membership.** Honorary membership may be conferred on any person who has given outstanding service to JMG/MCA. Memberships conferred at the chapter level are "Honorary Chapter Memberships" while those conferred at the state level are "Honorary State Memberships." Honorary members may be formally inducted during any official meeting.

**Alumni Membership.** Former active members who have completed an accredited JMG program and are in good standing with their former program may join as alumni members. They have all the rights and privileges of active members except the right to vote, hold elective office, or enter competitive events except those specifically designated for alumni members. Alumni members can serve as role models, mentors, tutors, public relations advocates, aides, guest speakers and judges at competitive events.

## 2.2 Membership Facts

The Montana Career Association provides members with an opportunity to:

- become part of a student-led organization which fosters the development of career awareness, career goals, career preparation and exploration, and job “seeking and keeping” skills.
- learn by taking part in and conducting meetings.
- attain recognition as an individual or member of a team for outstanding accomplishment by participating in competitive events based on employability skills.
- develop abilities to communicate and work effectively as a member of a team.
- develop leadership abilities through project leadership, committee chairmanship, election to chapter office, and attendance at state and national leadership and career development conferences.

- serve their community through volunteer services and become involved in cooperative efforts and community improvements.
- become productive citizens in our democracy.
- interact with others through civic and social activities, in order to develop poise, gain confidence, speak in public, attain social graces and maturity, and develop positive contacts with the employer community.
- develop a feeling of pride in accomplishment.

## 3.1 In General

An MCA chapter does not require an inordinate amount of time to organize because it fits within the overall Jobs for Montana's Graduates program model. The "chapter" is basically an instructional tool, a vehicle for teaching. For example, public speaking is not a competitive event. The public speaking competitive event is an outgrowth or a test of a skill students learned in class.

An MCA chapter should not be perceived by anyone (inside or outside the school) to be an extra-curricular student activity. If it doesn't belong in the classroom it shouldn't be part of the curriculum. Some activities planned in the classroom, of necessity, will be held outside the classroom and class time, i.e., a selling snacks at a school basketball game as a fund raiser. JMG is the curriculum, the career association is a "teaching tool."

The career association provides a "learning laboratory" for members to develop, practice and refine their personal, leadership and employability skills. Through a series of chapter activities selected by the membership, members are able "to learn by doing" rather than sitting and listening as in a traditional classroom.

## 3.2 Steps to Organizing A Chapter

The following guidelines will help you to establish the MCA portion of the JMG curriculum. The JMG curriculum guides and other resources also contain information regarding the MCA, since it is an integral part of the curriculum.

### A. Initial Preparations

1. **JMG/MCA Resources.** Advisors should review program resources, including this manual (which contains the *Advisor, Student and Competitive Event Manuals*), the *Job Specialist Manual* (which contains the *JMG Program Operations Manual* and *JAG National Data Management System v2.0 User's Guide*), appropriate curriculum guides, and other resources provided by the state JMG office.

Advisors may want to secure additional resources, such as Robert's Rules of Order, leadership- and team building games and interactive resources, potential fund raising sources and methods, etc. The *JMG Program Operations Manual* contains a list of resources available on loan from the state JMG office.

2. **School Regulations.** Advisors should know or obtain the minimum

expectations for organizations operating within the school building and school schedule. Such provisions might include: implementing a pre-approval process for field trips and fund raising projects, establishing a chapter account through the school's financial system, submitting the chapter account for an annual audit, and securing school policies and procedures for student organizations, including building use.

## **B. Developing the Chapter Structure**

If your school will have a multi-year program (some combination of grades 9-12) and/or multiple advisors, the structure of the chapter will have to be developed before other decisions can be made. The advisors should get together and decide on the structure to be used to bring all the classes together as a chapter. Appendix J, *Montana Career Association Models*, provides some guidelines for organizing a chapter appropriate for local school needs.

Some decisions which need to be made for a multi-year program are:

1. Who will be the lead advisor for the chapter and coordinate the activities of all of the advisors?
2. How will the program of work be developed? Will the program, which has four major goals to plan and carry on chapter activities, be divided amongst the classes? And if so, how? The state office recommends schools offering a four-year program divide the four goals by grade, i.e., grade 9 would develop leadership, grade 10--civic development, grade 11--social, and grade 12--career preparation. Schools with senior only or combination classes would divide the goals appropriately.
3. Which classes/grades will be operated through a committee structure? And if so, what committees? Which classes/grades will operate through an officer structure? If so, what will the officer slate be? The state office recommends that grade nine, at a minimum, operate through a committee structure so students have a chance to learn the dynamics of leadership before assuming leadership roles.
4. What will be the role of the lead advisor? The other advisors? All advisors should clearly understand their roles. Review Section 5.1 of this manual for information regarding the role of the chapter advisor.

These questions and others need to be answered before the students start forming their chapter, i.e., adopting a local Constitution and Bylaws and developing a program of work.

## **C. Partnerships**

No chapter can be successful without the support and involvement of a number of “partners.” Partners must see a benefit of being involved in the program in order to give their support, financial and otherwise. Securing the commitment of the major players will do much to ensure the success of the chapter. Partners should be oriented to the program, informed as to what is expected from them, kept informed of chapter activities, and invited to participate in those activities whenever possible.

1. **JMG Students.** Students are the partners of greatest importance since all activities evolve around the needs of those who want to be involved in the program. A positive image of the program and association is essential if the right students are to be recruited and retained through graduation from high school. Students enrolled in JMG should have been selected using the student selection process contained in the *JMG Program Operations Manual*. It is important to remember that students must be **WILLING** to participate since the career association is an integral part of the program. It does not mean that every student will participate in every activity sponsored by the association, but it does mean that he/she should make a commitment to being a part of the organization. This commitment is made through the Student and Parent Commitment form (S/NS-4) which is included in the *JMG Program Operations Manual*.
2. **School Administration and Staff.** Aside from the obvious requirement of the school to approve chapter activities, staff and administration are also the primary support group for most chapter activities. The recruitment process is greatly enhanced through the promotion of the program by the school staff. Staff can be invited to attend chapter meetings and the Initiation and Installation Ceremony, act as chaperones on field trips and as judges for competitive events. Staff will become committed and vocal partners when they observe the positive outcomes of the program on students with whom they have worked previously.

Ideally, linkages with school administration and staff should be established before school opens. The structure, format and conduct of the chapter should be developed with teachers and administrators through personal meetings. A clear understanding of the goals to be achieved and how they will be achieved will lessen the chance of any misunderstandings at a later date. Administration should be kept informed through written and personal contact.

3. **Parents.** Parents and other significant adults should be invited and encouraged to participate in the program. They are invaluable to a successful chapter. They can assist in motivating their sons or daughters and can be visible partners in chapter activities. They can be the agents through which advisors work to change a student’s attitude or to provide

discipline. Commitment of parents is also acknowledged through the Student and Parent Commitment form (S/NS-4).

The most obvious value to parents is that they are working in partnership with the school to ensure that their son or daughter receives a high school education and makes a successful transition from school into the work force. The linkage between the parents and chapter advisor should be one of the earliest established. Parent/student conferences, open house/receptions, and home visits are only a few ways to establish an early linkage with parents.

4. **Employers.** Employers are critical to student success. They can be extremely helpful in gaining acceptance for the program and its graduates. Likewise, employers can be destructive to a program that does not produce motivated and competent employees.

Local Job Service Centers are a valuable source to obtain employer commitment through local Job Service Employer Committees (JSEC). Most of the local Job Service Centers have established these advisory boards. The State JSEC Committee has adopted the Jobs for Montana's Graduate/Montana Career Association as one of its projects. Employer involvement also can be secured through local Chambers of Commerce and other civic organizations.

Employer involvement can include: speaking at chapter meetings, hosting field trips at their place of business, mentoring students, judging at local and state competitive events, and sponsoring students to attend leadership training, conferences and other student activities.

5. **Community Members.** Community-based organizations represent a large number of stakeholders who are concerned about the quality of life and well-being of citizens in the community. Once community members and organizations understand the goals and principles of the program, they recognize the positive outcomes derived from the program. Community partners can provide linkages to many community services. There are also opportunities to share resources and work toward common goals.

These churches, civic groups, trade associations and other community organizations can be involved in the program in some of the same ways as members of the employer community.

6. **Chapter Resource Committee or Support Group.** You may want to organize a chapter resource committee, composed of a group of people crucial to the success of the program, who can provide knowledge, assistance and resources for the development and promotion of the



program. The committee members can provide advice or ideas on projects, provide and disseminate information on employer needs, help develop short- and long-term goals of the program, create rapport between industry, business and the program, help locate resources and materials, and assist in the evaluation of the program.

Advisors should nourish the various partnerships on an on-going basis and, at the conclusion of each year's activities, implement a process to review the support that was received from these partners. In addition to formally recognizing support through letters of appreciation, the advisor should document the support that was received as a future reference. Partnerships are voluntary agreements and both parties need to feel they have benefitted from the relationship. Without question, chapters cannot have a meaningful and successful year without the support of their partners.

#### **D. Initial Chapter Meetings**

Initial chapter meetings should be held at the beginning of the membership year with the following purposes.

**Meeting #1.** The advisor should orient students to the career association, explain the relationship between the career association and JMG, and review the *Student Manual*, including a sample calendar of activities. The relationship between JMG and Jobs for America's Graduates should also be explained. Students should be aware that the association is an integral part of the classroom and, as such, association activities and planning will take place in the classroom. Some of the activities, of course, will be conducted outside of the class day.

**Meeting #2.** This meeting should focus on the value of membership in the association, including ownership, involvement and commitment. Members should be made aware of their opportunities to develop, practice and refine leadership skills and to become a part of a "team."

**Meeting #3.** This meeting should focus on the uniqueness of the local chapter, i.e., the grades involved in the program, the structure of the chapter, committee and/or office structure, etc. Structures, as discussed above, should be in place at this point so the students can make develop or amend the local Constitution and Bylaws and other program guidelines. Development of these resources will involve both the students and the advisors.

**Meeting #4.** This meeting should be used to clarify the campaign procedures and election process, discuss the Initiation and Installation Ceremony, and begin development of the program of work.

#### **E. Calendar of Activities**

Advisors should review the Calendar of Student Activities contained in the appropriate curriculum guide, the Sample Career Association Calendar of Activities included in Appendix B, and the Job Specialist Calendar contained in the *JMG Program Operations Manual*. These calendars will provide a “snapshot” of the year’s activities and help specialists be prepared to meet the needs of the students and important dates on a timely basis. This will also alert specialists to potential conflicts they may have with other teaching duties. Any such conflicts should be identified and solutions to resolve the conflicts identified prior to the start of the school year.

The calendars need to be integrated with a local chapter calendar, when it is developed, so that activities at the local level harmonize with state and national activities.

Be prepared to guide the students in making decisions which need to be made in the early part of the year, such as:

- when and how should the local Constitution and Bylaws be developed?
- when and how often should the chapter and/or classes meet?
- when should the Initiation and Installation Ceremony be held? Where? Formal or informal? Who should be invited?
- if officers will be elected, when should the elections be held? Should there be a formal campaign period? What kind of election procedure should be used?
- if officers will be selected through other than a campaign, what should that procedure be?
- if a committee structure is used, for what grades? How should committee leadership be identified?
- if local events will be held to select state competitive event competitors, when, where and how should the local events take place?
- when and how long should fund raising projects be conducted? Are they allowable within school guidelines, feasible, appear to meet the projected financial needs of the chapter? Do they have adequate and clear time lines?
- what procedure should be used to conduct meetings, i.e., parliamentary procedure or another form.

# DEVELOPING A PROGRAM OF WORK 4.0

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## 4.1 In General

Major activities of the chapter are planned through the development of a program of work (POW). A program of work sets goals and charts the course of chapter activities for the school year and includes responsibilities, timelines and costs. When the school and community are involved in the activities, it also provides an excellent vehicle for public relations.

All members should be included in the planning and conduct of the activities since members tend to support and be involved in what they help create. Involvement for the members comes through committee membership. A minimum of two activities should be developed for each of the program of work areas. These activities are in addition to activities participated in by all chapters, i.e., Initiation and Installation Ceremony, delegations to the fall leadership conference and the career development conference, and one to two major fund raisers.

Time spent by members in developing a program of work is time wisely invested. Members will be able to transfer what they learn in planning a program of work to planning their personal and career goals.

The POW encourages teamwork and develops the leadership skills of members. It gives members an opportunity to accept responsibility. All activities should contribute to the ultimate goal of the MCA, which is for all members to develop the competencies necessary to graduate, be employed in jobs with career advancement opportunities, pursue further education, or combine employment and further education.

## 4.2 Major Goals

There are four areas in the program of work. The state office recommends schools offering multi-year programs divide the four goals among the grades offered, i.e., grade 9 - leadership development, grade 10 - civic development, grade 11 - social activities, and grade 12 - career preparation. Though the goals may be planned by one class, students from all grades should be invited to participate in all of the activities.

**Leadership Development.** Experiences and activities provided in this area will help members develop individual and group leadership skills. These skills can be developed through such activities as: leadership training, parliamentary procedure workshops, group dynamics, committee membership, participation in officer elections, field trips to city and state offices and the state legislature, meetings with community leaders, participation in the fall leadership and career development conferences, and talks by local and state youth and adult leaders.

**Civic Development.** Service to the community provides members with an opportunity to recognize their obligations to the community through volunteer involvement. Citizenship can be developed through such activities as tours of local, state and federal government offices and legislatures, involvement in “get out the vote” campaigns, school and community improvement projects, school and community clean-up projects, helping an elderly neighbor stack wood, participation in youth and/or mock legislatures, and volunteering at the local food bank or shelter. Volunteer service can be done on an individual and/or a chapter basis. Service to the community can be verified by using the Volunteer Service Verification form included in Appendix D.

**Social Activities.** Social activities provide an outlet for student enthusiasm, motivation and membership interaction. Members gain a knowledge of social graces, poise and professional etiquette through these activities. Social activities may include image-building projects, field trips, workshop presentations, sports activities, conducting an open house at the chapter/school, appreciation and award dinners, theme parties and dances, and participation in school and community social and recreational programs.

**Career Preparation.** Members are prepared for entry into the world of work through such career awareness and exploration activities as: field trips, company/industry tours, college days, career days, job fairs, career research, career development workshops and conferences, job shadowing, dress for success fashion shows, professional speakers, and career counseling and information. Members are also motivated to acquire employability skills and attitudes and gain recognition for accomplishments through the competitive events program.

#### 4.3 Rules for Developing a Program of Work

Development of a program of work requires mature thinking and careful planning. “What,” “when,” “where,” “who,” and “how” are important questions that must be considered in the planning process.

**A program of work should be:**

1. **Timely.** The program of work should be developed early in the year, prior to election of officers. Officers are elected to carry out the POW, not design it.
2. **Goal Oriented.** Activities should address student needs. Through consensus building techniques, at least two activities should be adopted for each of the four goals. Schools with multi-year programs may divide the four goals by grade level. If the goals are divided, the activities for that goal should be developed by the appropriate grade and members from other grades invited to participate in the activities.
3. **Complete.** In addition to two activities in each goal area, major activities adopted

should include the local Initiation and Installation Ceremony, member participation in the fall leadership and career development conferences, and one to two major fund raisers to support all of the activities.

4. **Allowable.** Activities should be cleared by the school administration and in keeping with school policies and schedules.
5. **Financially Responsible.** The ability of the chapter to raise funds to cover the costs of planned activities should be considered when developing the program of work. Fund raising is not one of the goal activities. Fund raising is simply a means of creating sufficient resources to enable members to participate in and accomplish activities adopted under the program of work. A chapter budget should be developed to identify money needed to fund adopted activities. Fund raising also enables students to learn personal and job-related skills, such as budgeting, accounting basics, establishing and carrying out goals, communications, time management, being a part of a team, salesmanship and customer service.
6. **Have Member Ownership.** All members need to be involved in the development of the plan. When the plan is finalized, it is important that all members make a commitment to see that the plan is achieved. All members should be encouraged to share their ideas. A chapter's strength lies in the ability of its membership to express a variety of viewpoints, then to select the ones that will best accomplish the goal at that point in time.
7. **Results Oriented.** The plan should provide a means for evaluating and improving chapter activities. Did development of the plan engage the entire membership? Does the plan distribute responsibility among all members? Does it motivate members? Does it improve the personal and career opportunities for chapter members? Which activities were successful? Not successful? And for those not successful, how could they have been improved? Appendix E includes a sample evaluation tool, Feedback Form.
8. **Have Advisor Ownership.** It is the advisor's responsibility to aid the students in developing the program of work and provide support and guidance in implementing it. The advisor should assist the members in setting up sound, worthwhile chapter activity plans which meet school regulations. Advisors should ensure that programs are adequately financed and chapter funds properly protected.

#### 4.4 Steps to Development

The following steps will help your students plan their program of work.

1. **Preparation and Research.** Provide previous programs of work (if available) or other chapters' programs of work for students to review. If evaluations of previous

programs of work are available, make them available for review by the students. Review the school and program activities schedules with the members.

2. **Student Orientation.** Share the purpose of a program of work with the students. Use these steps or another planning model to guide them through the planning process. Help them understand the benefits of planning in relation to success of the activities.
3. **Brainstorming.** Explain the “brainstorming” process to students. The rules are simple. Everyone tosses out as many ideas as possible. The ideas are written down by a designated recorder. Nobody is allowed to criticize or evaluate any ideas until after the brainstorming session is over. Every member is encouraged to share at least one idea. It may help to take turns sharing ideas to avoid dominance by anyone.

It is helpful to have flip charts and markers or a blackboard to record ideas. Make sure everybody knows what the subject is, i.e., what the focus of the brainstorming session will be. Set a time limit for the session. Set an objective, i.e., see if we can produce seventy-five suggestions. Draw people out. Keep stimulating creativity. If the advisor has to share some ideas to get the process going, Appendix F, Program of Work Tools, contains a list of Project Ideas, including potential fund raising ideas.

4. **Examine Alternatives.** Once a list of activities has been produced, members should discuss each one by closely examining the strengths and weaknesses of each activity. Aid students to cost out proposed activities to determine how much revenue will be needed. If the group is large, it may help to break out into committee structures to examine the alternatives. The Project Planning Worksheet, contained in Appendix F, is a useful tool for this phase of the process.
5. **Establish Priorities.** Help the members/committee establish priorities. Priorities should be based on those activities having the most significant value to the expressed goals of the chapter. Review each goal to see if the activity will help achieve desired outcomes. Needed resources, financial and other, should be a part of this discussion. The chapter advisor should work closely with the members/committee to arrive at realistic costs for the planned activities.
6. **Develop Action Plan.** Develop action plans for each of the activities. Appendix F contains a Project Action Plan which can be used in this phase of the process. The plans should identify resources, financial and other, to carry out the program. If the Project Action Plan is not used, a similar tool should be used to ensure that the planning is complete, including the name of the activity, a description of the project, tasks, responsibilities, timelines, costs, etc.
7. **Adoption.** The approved activities become the final program of work. The plan

should be reviewed and approved by the Executive Committee before being submitted to the membership for approval. Once chapter approval has been secured, the program of work should be referred to the committees for implementation. The Project Action Plans can be used by the appropriate committees and members to carry out the planned activities. The program of work should be a written document and available to all members.

8. **Implement and Monitor the Plan.** Committees should report at regular chapter meetings on the progress being made in implementing each activity for which the committee is responsible. A corrective action plan may have to be developed or modified when unexpected barriers make the accomplishment of goals unlikely.
9. **Final Evaluation.** A final evaluation should be made at the end of the year to guide the development of future plans. The Feedback Form contained in Appendix E can be used for this purpose.

# **RUNNING A SUCCESSFUL CHAPTER**

## **5.0**

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### **5.1 The Role of the Advisor**

The association is a student-led organization. The job specialist assumes the role of “advisor.” An advisor is defined as someone who advises and guides but does not dictate.

This manual will help specialists guide their local chapters. This chapter includes such topics as “putting the advisor in the box,” the Initiation and Installation Ceremony, chapter meeting guidelines, financing chapter activities, selecting a fund raising project, public relations, using the competitive events program, and state and national activities. Chapter 6.0 provides additional information on developing individual and team leadership. The *JMG Curriculum Guides* and other JMG resources also contain information to help guide local chapters.

The advisor must make every effort to see that all students are involved in the association and have an opportunity to become a part of the “team.” The advisor must deal with sensitive and important issues and never do anything that will cause the membership to question his/her credibility or to damage the trust relationship that must exist between the advisor and the membership.

The advisor’s main role is to help members develop and grow in the areas of leadership development, civic development, social activity, and career preparation. The advisor should be available to guide and assist members in the development and implementation of the program of work, Constitution and Bylaws and other chapter resources. He/she should represent the school and community rules and regulations and assure that chapter members know and respect those rules in conducting chapter activities. The advisor serves as ex-officio member of the executive committee and all other committees. He/she serves as the adult communicator between the chapter, the school and the community. He/she should be an advocate of the students in the association. The advisor provides such other advice and counsel as are necessary to attain the mission and goals of the career association.

### **5.2 Putting the Advisor in the Box**

The members, in the beginning, should clearly understand the role of the chapter advisor. The following script will provide a technique for helping clarify the role of the advisor in the association.

“I want to welcome you to the Montana Career Association. You are a member of a chapter affiliated with the National Career Association and Jobs for America’s Graduates. Yours is a fine tradition--your student organization is just that--an organization of, for and



by students.

“As a member of a student organization, you are going to plan your year’s activities. I happen to know you have four goals to achieve and to achieve those four goals you are going to have activities. As you plan your activities for the year (program of work) I want to let you know about the help I will provide. Picture a box, with all of the activities you may want to do as being ‘in the box’. (Draw a box on a flipchart and list some activities, i.e., dance, Walk-A-Thon, Halloween Spook House, etc.)

“As with life, there are sometimes legal or other limits to activities which you can do. If we hired someone to help delineate these limits it would cost a lot of money. Let’s pretend you want to have a **Halloween Dance**. One of the questions you might have is: Can we afford the dance? So let me provide you with an **accountant**. The accountant can help you determine costs and review your finances to see if you can afford it. And if we hired an accountant, he/she might cost you \$XX. (Write **accountant** on one side of the box and, for fun, estimate the cost of an accountant.)

“As you continue planning the dance, other questions arise. Can we use the school gym? Do we need a school custodian? How late can we use the gym? Let me provide you with a **school administrator**. Since you are a part of this school, the school administrator will be able to answer all your questions about school rules and laws. The administrator won’t run your meeting, but will be available to answer questions. (Write **school administrator** on the second side of the box and estimate the cost of the administrator.)

“As we continue planning there are other things we might need to know. As a minor, can I sign a contract with a band? Do I have to have local police outside the dance? Does the community have a noise ordinance or curfew? Let me provide you with a **lawyer**. The lawyer won’t have anything to do—unless you ask a question. Or unless he/she hears you planning something that is obviously illegal. (Write **lawyer** on the third side of the box and estimate the cost of the lawyer.)

“While I’m providing you with three consultants, lawyer, accountant and school administrator, let me also add a priest or minister. Not for religious reasons, but to advise you on community mores. “Mores” is a fancy word meaning community acceptance of values and practices. The priest won’t have to do anything unless you ask him if certain things would be accepted in your community. Would the community rebel against a hard rock group? Could we have an all-night dance without community upheaval? (Write **priest/minister** on the fourth side of the box and estimate the cost of this person.)

“So, with four consultants on board, you can now plan your dance. With all of this help you should be able to plan a fantastic dance. Right? I’m glad you like all your new help. By the way, these people need to be paid. I’ll need \$XX for salaries. What? You can’t afford it? Gee, that’s a shame.

“Well, I have another suggestion. It won’t cost you a penny. Let me give you an advisor.

You know this advisor because he/she is also your job specialist. The advisor will substitute for the four professionals. And, if the advisor doesn't have the answer, he/she will contact one of those four professionals and get the answer. The primary role of the advisor, then, is to advise on school rules, finances, community mores and laws.

"It is your job to 'fill up the box'. It is my job, as the advisor, to let you know when you are 'out of the box'. I want to help **you** plan a successful year of activities. I can keep you from getting into trouble (outside of the box) and give you ideas and encouragement to plan a meaningful year (fill up the box).

"Working together we should have a great year."

### **5.3 Initiation and Installation Ceremony**

The Initiation and Installation Ceremony (I&I) is an official ceremony held in the early part of the school year that gives members an opportunity to make a public declaration of their willingness to belong to the career association. It is a great "kick off" to a successful year. It is one of the most important activities the chapter will conduct during the year. It provides a common bond between the members and is a reminder of the purpose of the career association. The ceremony brings a sense of privilege and prestige to those becoming members and officers. Sharing this touching ceremony with community partners expands the circle and sense of belonging and importance to all of those who are involved in the building of future leaders.

The advisor is a key person in the success of the ceremony. The advisor can help maintain the traditions of the program and help the incoming group build on the success (or failure!) of previous ceremonies. The following guidelines can help ensure the success of the ceremony:

1. Keep the ceremony focused and in keeping with the formality selected by the chapter.
2. Prepare a program and distribute to those in attendance or place at table settings (if there is a meal). The program should list the date and place of the ceremony and the members and officers being inducted. (Appendix G, Initiation and Installation Ceremony Tools, contains a sample program.)
3. Provide a setting conducive to the formality of the occasion. Decorations will help project the desired image.
4. Provide music to help set the mood. The music should not overpower the ceremony nor should it create an informal atmosphere.
5. Have members follow the official code of conduct and dress code.

6. Use a prepared script and hold a practice session so members and officers are comfortable with their roles in the ceremony. Appendix G contains a sample script. The script can be revised to include local information, including selected program of work activities.
7. Invite community partners (parents, relatives, teachers, school administrators, local legislators, school board members, employers and community members) to share in the ceremony.
8. The procedure for planning your I&I and the division of responsibilities will depend upon the structure of the MCA chapter in the school and the local Constitution and Bylaws.

A sample division of responsibilities for a four-year program would be:

- Grade 9: decorations, ushering and clean-up
- Grade 10: secure and serve refreshments, develop and send out invitations, secure supplies
- Grade 11: some speaking parts, print program, secure guest speaker
- Grade 12: planning and speaking parts

Most chapters use an ad hoc committee, Initiation and Installation Planning Committee, to plan the ceremony, including finances needed to conduct the ceremony. These finances should be built into the chapter budget through the budgeting process. The Project Action Plan (Appendix F) can be used for planning.

Decorate the site of the ceremony, as appropriate, with bouquets (real/artificial in the association colors of blue and gold), logos, banners, candles, posters, etc. A long table should be placed in the center or at the side of the room behind which the officers-elect will stand. The table could be decorated with a tablecloth of one color (i.e., blue) with candles of the other color (i.e., gold). Members should sit facing the officers-elect (who will guide the ceremony). The guest speaker may be seated with the members or officers-elect, as is appropriate, or may be seated with other guests in the audience. The ceremony should be as formal as possible. Refreshments, such as punch and cookies or more, should be served. The chapter may choose to have members sign the MCA/JMG Member Commitment form (Appendix H) or develop a scroll or something similar for members to sign.

#### **5.4 Chapter Meeting Guidelines**

Member interest and participation in chapter activities depend upon well-planned, regularly scheduled chapter meetings. Chapter meetings should be scheduled on a regular basis and recorded on the school activity calendar. The schedule of meetings for your particular

chapter will depend upon the structure used to bring all the classes/grades in your JMG program together as a functioning chapter. Regular meetings provide a way for members to have input on all chapter decisions and activities.

Each chapter should have an established order of business and procedure for the conduct of meetings. These procedures should enable the members to conduct business with efficiency, protect the rights of each individual and preserve a spirit of harmony within the group. It is customary for every group to adopt a standard order of business for meetings.

**When no rule has been adopted, the following is a suggested order.**

1. Call to order

“Will the meeting please come to order.”

2. Pledge of Allegiance

3. Reading and approval of previous minutes

“Are there any additions or corrections to the minutes?”

“There being no corrections (or further corrections), the minutes will stand approved as read (or corrected).”

4. Reports of officers and committees

5. Unfinished business

“Is there any unfinished business to come before the meeting?”

6. New business

“Is there any new business to come before the meeting?”

7. Program

8. Adjournment

“It has been moved that the meeting be adjourned. Is there a second to the motion? All those in favor, signify by raising their right hand. Those opposed, signify by raising their right hand.”

(Majority vote.) “This meeting is adjourned.”

A knowledge of parliamentary procedure will not only strengthen meetings but will provide

students with a valuable tool to be used in other school and community organizations. One method which can be used is parliamentary law, which is based largely on common sense and courtesy. Robert's Rules of Order are a common and widely used method for conducting meetings. A short form of Robert's Rules for Conducting a Meeting and a Parliamentary Procedure Guide are included in Appendix C, Tools for Conducting Meetings. The local Constitution and Bylaws should specify rules for conducting chapter meetings.

## **5.5 Financing Chapter Activities (Chapter Budget)**

The justification for a chapter to raise funds is for members to carry out the activities of the approved program of work, including delegations to the fall leadership and career development conferences and the local Initiation and Installation Ceremony. Development of the program of work and selection of fund raising activities needs to be done at approximately the same time since one affects the other. Chapter members should be prepared to explain how a particular fund raising project will help the chapter achieve the goals of the program of work.

It is important that the school administration understands the need for raising funds and that all fund raising projects are conducted within the school's guidelines. Fund raising becomes the "income" side of the chapter budget.

Fund raisers provide a unique experience in teaching students some critical life skills related to budgeting, finance and handling money. Skills learned in this process can help students learn how to develop a personal financial plan. It helps them learn how to make critical choices between alternative activities.

**The following steps will prove helpful in developing a chapter budget.**

**Step One - Appoint the Finance Committee.** Members of this standing committee should be appointed and members oriented. As the program of work committees establish priorities, this committee should work with the POW committees to develop a sense of the financial liability for the planned activities. The Project Action Plans developed by the POW of committees will prove invaluable in estimating the needed funds.

**Step Two - Brainstorm Fund Raisers.** The Finance Committee should brainstorm potential fund raisers based on the projected need for funds to implement proposed activities. The chapter advisor can be helpful in assisting committee members estimate projected revenue from various projects.

**Step Three - Establish Fund Raiser Priorities.** Information contained in Section 5.6, Selecting A Fund Raising Project, will help the committee members select one or two appropriate major fund raising activities.

**Step Four - Develop An Action Plan.** Select the fund raising projects and develop

implementation plans using the Project Action Plan contained in Appendix F. No more than two major fund raising projects should be selected. The advisor should ensure that the plans are realistic in their potential to raise the funds needed to implement the program of work.

**Step Five - Adoption.** Submit selected fund raising projects to the Executive Committee for review and approval.

**Step Six - Prepare A Budget.** The treasurer, in association with the Finance and Executive Committees, should prepare a yearly budget based upon the Project Action Plans developed for the fund raisers and proposed activities. The budget should include expenses for the Initiation and Installation Ceremony and the fall leadership and career development conferences. Comparing projected expenses with current bank accounts and projected income represents the amount of new funds the chapter needs to raise in order to implement the proposed program of work.

**Step Seven - Secure Membership Approval.** The proposed budget should be submitted to the membership with or as a part of the proposed program of work. It is vitally important that the membership endorse the chapter budget and program of work and commit itself to raising the necessary funds to fully implement the selected activities.

**Step Eight - Implement and Monitor the Fund Raisers.** Success of the fund raising projects should be monitored since they affect the completion of the program of work. The Sales Project Guidelines contained in Appendix F will help in the implementation of a fund raising project. Modifications may need to be made in the event it seems unlikely that the financial goals will be met.

**Step Nine - Final Evaluation.** A final evaluation should be made at the conclusion of the fund raising project or at the end of the year to evaluate the degree of learning that occurred. Appendix E contains a Feedback Form. The evaluation can be done separately or as a part of the program of work evaluation. The most obvious evaluative measure is whether or not the fund raising goals were met. Under no circumstances, however, should this be the only consideration.

## 5.6 Selecting A Fund Raising Project

Selecting the right fund raising projects is essential to carrying out the program of work. Some questions which might be asked in selecting the right fund raising activity are:

- Is the service or product consistent with the mission and goals of the JMG/MCA program?
- Does the service or product provide adequate opportunity to raise the needed funds? Will the proposed audience buy the selected product or service? Is there an adequate profit projection? Is the service or product priced competitively? Is

there an ample supply of the product? Is there an acceptable profit margin? Can unsold items be returned for full credit?

- Will the activity include all chapter members? Is the product or service of interest to the members? Will it be enjoyable or “fun” for members? Will members learn something about careers by being involved with the project? Will the project provide opportunities for members to work with other student organizations?
- What are the potential pitfalls, i.e., dance in which payment for the band could be larger than the ticket sales? Will there be sufficient time to plan and implement the project? Are other organizations using this project to raise money? Have other organizations used this project successfully? Does the activity stay within school guidelines and city ordinances? Does the product or service coincide with a compatible time on the school and community calendars?

Any activity that uses class time should be well planned and organized to produce optimum results. Fund raising activities should not be allowed to dominate available in- and out-of-class time. For that reason, a timeline for the fund raising project should be developed. The Sales Project Guidelines in Appendix F contain a suggested time sequence for a sales project.

## **5.7 Public Relations**

Public relations is essentially telling the story about the Montana Career Association, the local chapter and the members. Public relations is, in the main, the responsibility of the chapter advisor. In many chapters, however, the vice president for civic development and his/her committee also have some responsibilities for chapter publicity.

“Telling the story” can be one of the most important and challenging jobs in the chapter. All stakeholders – students, teachers, administrators, counselors, parents, employer and specialists – should be mobilized to secure the visibility needed in the media to effectively “tell the story.” Efforts to communicate with the school and the community can bring recognition and prestige to the chapter and its members. This in turn benefits both the members and the chapter since community support and interest are vital to the success of the MCA chapter and its projects and activities.

The chapter program of work is, in reality, a major part of the public relations plan. In an active chapter there is almost always something happening that will be of interest to local news media. Activities conducted throughout the school year and summer will provide opportunities to share successes and “human interest stories.” A year-round public relations program is very much needed to provide the program with the visibility needed to compete successfully for limited public and private funds and to provide education and career opportunities for students.

A good public relations program requires good planning. Once the program of work has

been finalized, the chapter should develop a public relations calendar. The public relations calendar needs the same degree of planning and organization as the program of work. Events that are given the highest priority are determined by considering the following questions:

1. Will there be public or media interest in the event? Which media is the most appropriate (chapter newsletter, school newsletter, school announcement system, newspaper, television, radio, etc.)?
2. Will there be competition for coverage? If so, what (other school events, community-wide events, etc.)? Would the event be better served by releasing information at a different time?
3. How “photo descriptive” is the activity? Who will take the photos?

Events which may be of public or media interest include election of officers, student success/awards, Career Fairs, Initiation and Installation Ceremony, community service (volunteering) by individual members or the chapter, spotlight on employers who have contributed to the success of chapter activities, participation in state and/or national events or activities, unique fund raising projects, chapter awards, chapter banquets or recognition dinners, etc.

The civic development committee chair and members should be oriented to their public relations duties and made aware of school regulations in this area. The vice president and committee members should work with the advisor to prepare regular news releases and to initiate other public relations activities. A “fact sheet” should be developed which provides basic information about the career association and the chapter. The background could include the mission of JAG/JMG, the career association and the chapter, a history of the chapter, program features, program outcomes, and chapter activities.

There may be times, also, when an officer or other member of the chapter will be asked to give a presentation to a school, community or other group. The “fact sheet” can be used to provide basic information about the program for such presentations.

One of the first steps in initiating a public relations program is a survey of news media serving the community. What newspapers do people read? What radio and TV stations serve the area? Is there a school paper? Once the media list is complete, personal contacts should be developed with each source. These sources should be asked about the best way to present the chapter’s story. If they have guidelines, a copy should be obtained and used in the preparation of any publicity. Another source of assistance is the journalism or English teacher in the high school. The school or community library is a source of books on public relations.

The following guidelines will help you and your students develop and conduct a public relations program; you will be able to “tell the story.”



**Group Presentation.** The following guidelines should be used in preparing and giving a presentation.

1. Have a clear understanding of the kind of information the audience wants -- general information about the career association and chapter, a particular award or event, a success story -- and the time allotted for the presentation.
2. Prepare the speech in advance, practice it for delivery and timing. Bring greetings from the chapter. Express appreciation for being invited to participate in the event. Discuss, as appropriate, chapter and/or state association activities, outstanding accomplishments of the chapter and members, and other topics which you know will be of interest to those whom you are addressing.
3. Avoid starting sentences with "I think." "I believe" is better, but it should be used sparingly.
4. If you use jokes or stories in connection with your presentation, be sure they do not offend anyone.
5. End your presentation on a positive note. Express thanks for being invited to participate.

**Chapter Newsletter.** A chapter newsletter can be an impressive way to "tell the story." In addition, it can be a great teaching tool. Students can be involved in writing copy, researching articles, securing guest editorials from employers and community leaders, taking photographs, preparing camera-ready copy for duplication, duplicating copies, preparing a mailing list, securing advertisers (an optional way to finance the newsletter), and determining reader interest. A good newsletter can provide stories about individual members (past and present), chapter activities, program results and alumni accomplishments.

Initial considerations in publishing a chapter newsletter include:

1. Interest. Determine interest of chapter members in publishing a newsletter.
2. Approval. Secure approval of school administration.
3. Resources. Determine resources available to publish the newsletter, including word processing, duplicating, photography, and mailing facilities.
4. Assistance. Identify students who are interested and qualified to work on the newsletter.
5. Recipients. Determine distribution list -- members, other students, school staff,

employers, parents, other chapters, media contacts, etc.

6. **Budget.** Estimate finances needed to publish the newsletter based on size, distribution list, frequency, and mailing costs. Determine if there are sufficient funds in the chapter budget to cover these costs.

**State Newsletter.** The official state newsletter, “From Classroom to Careers,” is published by the state JMG office and mailed to chapters twice a year, generally in December and May. A section of the newsletter is devoted to local news articles. It provides a great opportunity for students to prepare features stories on interesting chapter members and functions. The articles should tell the readers “who,” “what,” “why,” “when,” and “where.” Good, clear photographs can be submitted with the articles. Timelines for submitting articles for the paper are included on the Job Specialist Calendar in the *JMG Program Operations Manual*.

**News Release.** News releases should be prepared for all major chapter events, regardless of whether the event is covered by the media. The “fact sheet” can be attached to the news release to provide background information in the event the media representative is not familiar with the Montana Career Association and/or the local chapter.

Guidelines for preparing a news release are as follows:

1. **Form.** The news release should be prepared on 8½" x 11" plain white paper; the first page can be standard letterhead. The release should be word processed or typewritten, an original or duplicated copy (no carbon paper). Write only on one side of the paper. Use standard weight paper, not onionskin.
2. **Format and Identification.** The submission date, name of person releasing the information, school, address, contact telephone number and release date should be placed at the top of the release. If a specific release date is not necessary, write “for immediate release.” Several inches of space should be left blank before the body of the article for the editor’s use. If the release is more than one page in length, end each page at the end of a paragraph and write “more” at the bottom. At the end of the article, type “end” or “###.” The subject of the article may be placed at the top of the story. The headline, however, will be written by the news media in the blank space left at the top of the article.
3. **Content.** The release should include **WHAT** (business meeting, speaker, activity), **WHO** (names of people and organizations involved), **WHEN** (date and time of activity), **WHERE** (place), **WHY** (purpose of activity) and **HOW** (details of how the activity was carried out). Be brief, accurate and neat. Use short sentences and short paragraphs. Avoid abbreviations, slang, adjectives and wordiness. Think about the **audience** when you write the story. Think about what you are trying to convey.

4. Delivery. If possible, deliver the article in person. If mailed or faxed, allow plenty of time for the release to reach the paper. Personal contacts with the media should include timelines for articles. When mailing the article, generally it should be addressed to the “News Editor” or the personal contact.

**Radio and Television.** The Federal Communications Commission requires that radio and television stations donate time for community service announcements on behalf of non-profit organizations. Available time and facilities vary widely from station to station. In addition, there is great competition for this service. Basically, public service programming falls into two broad categories:

Program Specials and Segments. Specials are interviews, panel or group discussions and demonstrations in either a series or a one-time presentation. Segments are shorter presentations, sometimes inserted as “participating” features in other programs.

Other Exposure. Spots are brief announcements made at various times during a broadcast day. Personality spots are announcements by on-the-air personalities, such as disc jockeys, education directors or others. News items are short stories included in regular newscasts and give briefly the who, what, when, where and why of an event. Editorials are statements prepared at the station which present the station management’s viewpoint on community programs or projects.

Answers to the following questions, particularly on the **WHAT** of the message, will largely determine if free air time can be secured.

1. **WHAT** is the message you are trying to get across.
2. **WHO** is the audience? Is it of general interest to a large segment of the listening or viewing audience. Can it be tailored to the audience?
3. **WHAT** is the best way to get this message across? Should it be a “spot” or does it have enough general interest for a special program?

Chapters who are invited to participate or who anticipate participating in a radio or television program can secure additional guidelines from the state JMG office.

**Photographs.** Photographs can enhance many public relations activities. It is recommended that chapters purchase a good, but inexpensive camera and high speed film. Photographs for newsletters and newspapers are normally taken with black and white film. Good pictures are the result of the camera being in the right hands. Finding a good photographer in the chapter should be one of the first tasks at the beginning of the school year.

An interesting activity for the chapter would be an invitation to a professional photographer

to be the guest speaker at a chapter meeting. The photographer, upon request, could bring good and bad examples of photos and explain what makes a good image and what makes a poor image.

The guidelines listed below can help your chapter photographer take professional-looking photographs.

1. **Know Your Camera.** Read the instructions for the particular camera and become familiar with it and its features. Take some practice photographs. Be sure you have the correct film; buy good quality film.
2. **Composition.** Compose the subject of the photograph to capture what is wanted. Get close to the subject. Take a look at pictures in newspaper and magazines and see how tightly they are framed. Ensure that the image is clear and sharp. Don't try to get too much in one shot, several shots may be better.
3. **Taking the Photo.** Be patient, wait until the right image can be captured on the film. Use the flash to fill in shadows if necessary. Shoot more than one shot if it is an important picture. Hold the camera steady.

If the photograph is to be used in a publication, check ahead to see if they need color or black and white photographs. Attach the photograph to a plain sheet of paper and identify everyone shown in a photograph and give a brief explanation of what is being done. Do not write on the back of the photograph. If you want a copy of the photograph, have a copy made, as most publications do not return photos.

**Other Public Relations Approaches.** There are a number of other ways one might "tell a story." Here are some suggested activities to reach specific populations.

1. **Students.** Public address announcements, bulletin boards, receptions, program exchanges, chapter scrapbook and/or manual.
2. **Faculty.** Teacher appreciation activities, "thank you" letters, invitations to chapter events.
3. **Parents.** Parent reception, invitations to chapter events, letters.
4. **Community.** Presentations to civic organizations, displays in malls or other public areas, billboards, program handouts.
5. **Employers.** Employer reception, invitations to chapter events, "thank you" letters for job shadowing and work experience opportunities, "thank you" letters to guest speakers, program handouts.

**Evaluation.** As with other activities carried out by the chapter, all public relations efforts

should be evaluated. A good program of public information can be most easily judged through outcomes. Greater involvement and support for the program will come when the public better understands and supports the program.

Chapter members and the advisor should ask the following questions. What were the immediate results and comments? Who responded? Who did not, and why not? How did the time frame work out? Was the outcome positive? Was it worth the effort?

## 5.8 Using the Competitive Events Program

One of the most unique activities provided students is the opportunity to participate in competitive events. All of the events are an outgrowth of instruction accomplished through the JMG curriculum. The *Competitive Event Manual* lists all of the opportunities which are available at the state level and provides criteria, rating sheets and specific information for each competitive event. The *Manual* should be reviewed with members at the appropriate times.

There are four levels of competition in the classroom and career association chapter: level one - competition with self, level two - competition in comparison to a standard, level three - competition in comparison to others in the class or chapter, and level four - competition at the state level. Members should move to higher levels of competition only when they are well-prepared and have accomplished standards at the previous level or levels. Members should understand that the intent is not to “win” or “lose” but to perform at the highest level possible. They should not feel badly because they did not “win” the competition, rather, they should be recognized for their willingness to compete and demonstrate their level of competency.

Competitive events provide members with an opportunity to demonstrate their skills in work-readiness and competency-based events. While “competition” and “recognition” are used to enhance performance, it is also true that competition is a fact of life in a market-driven economic system. Competitive events give students an opportunity to practice “competition” in a safe environment and refine their skills before transitioning into the work place. Members will acquire a better understanding of competition in a market-driven economy. The events will build their self-confidence and provide a vehicle for individual and team recognition.

Competition is held at the state level for those events listed in the *Competitive Events Manual*. Awards are presented at the state level. Chapters are encouraged to hold local competition to select state competitive event entries. Chapters may elect to provide awards at the local level.

Events available at the state level for individuals are: decision-making, employment preparation, life skills math, public speaking, keyboarding, and slogan/poster. Individual competition is available at two levels: non-senior for sophomore or junior students, and senior for senior students. Events available for chapters are: chapter manual of the year,

chapter banner, talent, and chapter civic activities. Other events include theme of the year poster/slogan event, chairman's recognition award, and JAG leadership conference letter writing event.

## **5.9 State and National Activities**

Career association members are given an opportunity to participate in several state and national activities which utilize skills learned in the classroom and through career association leadership activities.

**Annual JMG Fall Leadership Conference.** This one-day conference is usually held in November. It is an opportunity for officers and other chapter leaders to meet and receive team building and leadership training.

**Annual JMG Career Development Conference.** This two-day conference is usually held the first part of May. It is an opportunity for students in grades 10-12 and chapters to compete in state competition, participate in workshops, hear guest speakers, receive awards, and interact with JMG's Board of Directors, adult leaders in the business community, and MCA members from throughout the state.

**Annual JAG National Student Leadership Conference.** This two-three day conference is usually held during the first part of December, generally in Washington, DC. It is an opportunity for senior members to participate in leadership training and awards recognition and meet other career association members from across the nation. An annual competition is held to select the student who will attend this event. Competition specifics and qualifications are contained in the *Competitive Event Manual*. Winners of the state competition receive an expense-paid trip to the national conference.

**Special Events.** From time to time students are needed to share their experiences in the JMG program with others, including business leaders, teachers and administrators, legislators, program supporters and others. As these opportunities become available, information is sent to all advisors, who make selections of students to participate in these events.

## 6.1 Leadership Structures

Local advisors will need to assess their local JMG/MCA structure and student body and decide what leadership structure is best for their school. For multi-year programs, it is suggested that a committee structure be used for chapter activities in the lower grades, at least in grade nine. This approach gives lower grade students an opportunity to understand and develop leadership skills and use them in gradually larger and/or more responsible leadership roles. This can be accomplished through the advisor assigning job tasks and appointing committee and/or project leaders (being conscious of personality types) and utilizing all members to their fullest abilities. Advisors can help students become leaders by rotating members through increasingly responsible tasks and/or projects in the accomplishment of chapter goals.

**Grade 9.** Ninth grade students should receive training in the dynamics of leadership. JMG's ninth grade curriculum guide (E competencies) contains activities that will help students develop leadership abilities. Leadership development activities include Initiation and Installation Ceremony usher duties, committee membership, educational field trips, "team building" games, motivational workshops, and observation of well-run chapter or other organization meetings to see "leadership in action." They can also study great leaders and identify the traits (strengths and abilities) of these leaders.

**Grade 10.** Tenth graders should be given opportunities to further develop their leadership skills and start practicing these skills in a committee structure. A committee is a much smaller and less formal general meeting. Further, committees usually have a limited scope of responsibility. They usually utilize a relaxed form of parliamentary procedure, yet still maintain a structure for conducting business. The tenth grade curriculum guide (E competencies) contains leadership-building activities and exercises. Sophomores could start practicing their developing skills by serving as leaders in carrying out jobs as assigned through the program of work and/or the chapter advisor, participating in simulated chapter meetings, receiving training in conducting and running a meeting (parliamentary procedure), serving as project or committee leaders, and assisting project or committee leaders. Members should be given increasingly responsible and diverse roles in carrying out the program of work activities in order to practice and further define their leadership capabilities.

**Grade 11.** Eleventh grade students should continue to receive leadership training and be given opportunities to actively practice what they have learned by electing officers. The eleventh grade curriculum contains, under the E competencies, many activities to continue training in leadership, parliamentary procedure, planning and conducting activities, and growth through the association. Eleventh graders should participate in "basic officer training." Students should be oriented to nomination and election procedures adopted by

the chapter. New chapters will want to develop or adapt these procedures as soon as possible. It is recommended that schools with multiple classes elect officers for the upper classes (11 and 12) and coordinate activities through an Executive Committee. The Executive Committee is composed of the elected officers in each class. Officers run for and are elected to office in that class.

**Grade 12.** Leadership training continues for twelfth graders with as many students as possible given the chance to practice their skills and assume leadership roles. Officers in this grade will also run for and be elected for office in that class. Senior class officers carry even more responsibility as they generally represent the association to the school. The E competencies in the twelfth grade JMG curriculum continue to provide leadership training activities. While officers are elected, the advisor can also create many leadership opportunities by assigning tasks and responsibilities to members. Every opportunity should be taken to afford every member some type of leadership responsibility. Class/chapter officers can assist the advisor in making every member “a leader.”

## **6.2 Leadership Through a Committee Structure**

If a committee structure is used to carry out program activities for the lower grades, the committee members should be appointed by the advisor. The advisor should appoint the members recognizing the personality types and leadership capabilities of the students. The committee leader and recorder/secretary could be appointed by the advisor or selected by the committee members.

The committee leader is the key to ensuring the committee’s success. A leader should provide leadership for a committee and yet be an organizer and motivator to encourage the committee to achieve its goals. In addition, the leader must also do his or her fair share of the work.

The committee leader and/or advisor should orient members to the committee and the tasks for which the committee is responsible. Members should receive some introductory training in parliamentary procedure or another method for conducting meetings. Committee leaders should report progress at regular chapter meetings.

It is up to the advisor to appoint as few or as many committees and committee leaders as he or she feels necessary to conduct the activities. Committees provide a unique environment for developing leadership and followership skills and provide members with greater opportunities to be involved in decision-making and chapter activities. Committees allow the work to be shared by all members. Committee membership and leadership is an excellent vehicle for helping members develop increasingly responsible leadership capabilities.

## **6.3 Leadership Through An Officer Structure**

If an officer structure is used to carry out the program of work activities, a common slate of



officers is president, vice presidents for each of the four areas of the program of work, secretary and treasurer. The chapter's Constitution and Bylaws and initial chapter meetings should identify the officer slate for the chapter, officer duties and responsibilities, the grades in which officers will be elected, the election process, campaign procedures, standing committees, etc. Initial meetings should also clarify why it is critical to elect the best possible officer team and what is expected of them. It is recommended that not more than    of the members be elected as officers.

If there is more than one class that will be electing officers, activities should be coordinated through executive committees. The Executive Committee is composed of the elected officers in each class. The initial chapter meetings held at the beginning of the membership year should have clarified policies and procedures.

Every officer or committee chairperson/coordinator should be enthusiastic, optimistic and have a genuine interest in being part of a leadership team. He or she should be able to lead by example and motivate other members.

A good leader must have certain qualities which can be learned by the average person if that person works on these qualities intelligently. These qualities are also highly desirable in workers and in everyday life. A leader should:

- become familiar with the chapter constitution and bylaws, official ceremonies, and rules for conducting a meeting.
- conduct himself/herself in a manner that reflects credit upon the chapter.
- be open-minded and willing to listen to the opinions of others.
- respect the rights and dignity of other members.
- accept responsibility and do his/her share of the chapter work.
- communicate effectively and seek the opinions of others. Leaders offer praise when deserved.
- show initiative in getting the work done.
- work to develop the leadership capabilities of all members.
- coordinate and communicate with the chapter advisor.
- become informed on matters which concern the chapter.

In addition to the qualities of a leader listed above, there are specific qualities and duties that relate directly to each office. These qualities and duties are included in Chapter 7.0, Chapter Officers.

## **6.4 Developing Members**

Members are the life blood of any organization. The development of self-esteem and self-motivation in an individual must be the pillar which supports all career association activities. Until a member has confidence and believes in him/herself, it is difficult for him/her to become a part of a team or a team leader.

Students should be strongly encouraged to participate in the career association activities. There will always be students who may choose not to be involved. The job of the chapter advisor and leadership team is to use whatever techniques are available to get all students involved. Through involvement, it is probable that students will be more committed to participating in the unique activities offered by the chapter. Recognizing and calling on the talents that each individual uniquely possesses is a valuable technique in getting all members involved.

Active learning techniques, such as simulations, role playing, games, demonstrations, debates, group discussions, etc. will prove invaluable in getting your students involved in the learning process. Activities provided through the JMG curriculum, most of which involve active learning techniques, will assist you in developing leadership qualities in your members. Some of these qualities are: understanding people and groups and their behaviors, learning how to solve problems, learning how to set and attain personal and career goals, developing positive versus negative attitudes, time management, speaking in public, learning how to run a meeting, learning how to participate in a meeting, learning how to put forth one's viewpoint and listen to the viewpoint of others, identifying strong and weak points in one's work habits, learning how to work with others as a group member and/or group leader. A continuous member education program will help members grow as team members and leaders.

The advisor must provide students with opportunities to develop and refine their leadership skills, practice these skills as project leaders, committee leaders or through elected office. They must also be provided with opportunities to learn and to be followers as well as leaders.

It is essential that the overall program focus on developing students who feel good about themselves and who recognize the value of work. All of the things that a student learns about himself as an individual, as a member of a team, and as a leader of a team, will greatly improve his chances of being a successful "worker."

## **6.5 Developing Leaders and Teams**

The chapter cannot be successful without the support and involvement of the individuals of the chapter. And no chapter can be successful as long as its individuals act as individuals.

Sounds like a contradiction? Well, it's not. One of the primary goals of the association is to teach each individual how to submerge him/herself into a group and yet maintain his/her identity. In fact, one enhances that identity as the individual recognizes increased self-

worth as a member of a team - synergism. “Synergism” simply means the whole is greater than the sum of each of the parts. We can accomplish more by working as a team and combining our energies and talents that we can accomplish individually.

Developing a chapter team is crucial to the success of the chapter. A team is a group of people united in the accomplishment of a common goal or goals. The team consists of **all** the members, including the chapter advisor. If members do not feel they are a part of the “team,” they are unlikely to participate in chapter activities. Key to the development of the chapter team is the recognition that everyone makes a contribution to the team (positive or negative). The goal is to help students make positive contributions.

A key goal of an advisor is to develop each member’s leadership potential. Leadership skills are developed through a “learn by doing” approach. Rather than talking about leadership, members are provided leadership opportunities through committee membership, project assignments, committee chairmanship and elected office. All members should be assigned to one of the four program of work committees. They may also serve on standing or ad hoc committees. Even though each student is at a different level of development, the advisor, working with the elected officers and chairpersons, will work to involve all students in leadership development opportunities. Members are usually assigned maintenance tasks until they have shown they can handle greater responsibility.

Advisors of chapters located in a small geographic area may wish to explore joint training sessions. Advisors may also want to explore joint training sessions with other youth groups in the school and/or community.

## **6.6 Basic Officer Training**

The advisor is responsible for the development of the officer group as well as the entire membership. At the beginning of the membership year, the chapter advisor should set up a training calendar to ensure that members and the officer group receive training throughout the year which will help them develop, practice and refine their leadership skills.

As much training as possible should be provided by the advisor for his/her officers. The training not only provides new officers with a greater understanding of how to perform more effectively, it is an opportunity to build stronger relationships among the officer group and the chapter advisor.

Soon after the officers are elected, the chapter advisor should conduct a training program that demonstrates the responsibilities of each officer and the role they play in providing the membership with an effective and well-organized officer group. This same type of training should be provided to committee leaders if that structure is used to lead a class and/or chapter. The training should be directed to the needs and stage of development of those being trained.

Training should emphasize the use of the word “team” by officers whenever appropriate to describe the total membership. The chapter team is composed of all those members who are united in the accomplishment of the chapter’s mission and goals. Chapter officers can’t do it alone - successful chapters are those that achieve total involvement on the part of all chapter members. One of the primary responsibilities of the officers is to assist the advisor in helping each and every member develop his/her leadership abilities. It is also important to recognize members who are good team players.

**Initial Training.** Initial training should cover such basics as:

1. Association Standards and Practices. Code of Conduct, Dress Code, local Constitution and Bylaws, knowledge of the career association, official ceremonies, etc.
2. Leadership Principles. How to conduct a meeting, how to appoint and work with committees, how committees function, how to get member involvement, etc.
3. Courtesy. Use proper greeting techniques, in person and on the telephone. (GNAP - greeting, name, affiliation, and purpose.) Be confident without appearing egotistical or arrogant. Encourage others to give you feedback as to your performance and ideas. Never share something told you in confidence. Don’t gossip. Your actions and words should encourage others to trust your judgment. Properly acknowledge telephone calls, letters and other communications. Send “thank you” notes when appropriate. Ensure names are spelled correctly.
4. Commitment. Be enthusiastic about the career association and life in general. Take advantage of every opportunity to learn and practice leadership and followership skills. Never commit unless you are certain you can carry through. Make every effort to get others involved in the organization. Set short-term and long-term goals and work to accomplish those goals. Be on time. Make the most effective use of time and money. Take pride in being a chapter member, leader or officer.
5. Delegation of Responsibility. Learn to empower others to design and implement a plan to achieve the desired results. Leaders must learn when to lead, when to follow, and when to “get out of the way.”

**Establishing the Executive Committee.** Approach this training session as a simulation in which chapter officers (to be referred to as the Executive Committee) deal with a problem for which they must arrive at the best possible solution. Throughout the training, the advisor should call a “time out” to coach the officer group as a means of improving understanding of the role, responsibilities and authority of the Executive Committee. Consideration should be given to the degree of formality that will be used in conducting the Executive Committee meetings. Less formal meetings usually create a less threatening and more open atmosphere. At the conclusion of the problem-solving simulation, the chapter

advisor should critique the performance of the officer group and offer suggestions as to how best to conduct future meetings. This initial training will set the tone for all future meetings as well as chapter meetings.

The following best practices are offered by experienced chapter advisors:

1. Don't seat chapter officers together at meetings as this creates a feeling that officers are members are different. Avoid at all costs the feelings associated with an "us" versus "they" image between elected officers and members.
2. Encourage officers to use the word "team" rather than "we officers' or "I."
3. Delegate responsibilities to as many members as possible. When delegating, see that the individual accepting the responsibility recognizes his/her contribution to a successful outcome.
4. Publicly praise those who accept and carry out chapter assignments. Privately work with those who are unable to accomplish the desired outcomes.
5. Use structured group activities throughout the year to help members learn more about "leadership" and "team" in a controlled learning environment.
6. Through discussion, identify those members who are not becoming good team members. Determine barriers which might exist to building a synergistic team and seek workable solutions.
7. Make a special effort to build a strong chapter team that is student-led.
8. Plan activities that are "fun" as well as substantive.
9. Remember, the development of leadership, followership, and other employability skills takes "practice, practice and more practice."
10. Directly correspond chapter activities with the JMG curriculum.

**Engineered Leadership Training.** Helping your officers understanding relationships will be of great assistance in working as a group, both as an officer group and a chapter group. In life we all have a relationship, first with ourselves and then with others. As you begin to build teams and develop (and have officers develop) leadership skills of all the students, it helps to be aware of relationships. Below is a matrix and explanation of five basic personality types:

1/1 personality cares little about self and others; withdrawn, hermit.

9/1 cares about themselves but has little concern or care for others--egotistical, self-

centered, arrogant.

1/9 cares about others, not self. Low self-esteem, enabler, submissive, slave.

5/5 is an artificial compromiser, moves from one to another, keeps changing, martyr, manipulative. Hard to work with—what is artificial, what is real?

9/9 golden rule personality, cares about others and self. Self-confident, contributor, willing to work, principled. Submerges him/herself to the group to accomplish group goals. Not always the officers, but always the leaders.

Remember that these are simple, surface personalities. Deep problems need professional help. Being aware of personality types is just one tool in helping each student reach his/her potential. Remember, also, that people can have different “personalities” in different situations.

As you develop leaders, be aware of your own personality and relationships. Use the methods and techniques with which you are most comfortable.

The advisor can use an engineered leadership technique which deals with room arrangements. Those with 9/1 personalities usually sit in the front of the room while 1/9's sit in the back. After everyone is seated, move the podium to the back. Go into circles. Move back and forth. Dynamics of the room are important.

Separate the 9/1 personal types. Get them into things outside of the class meeting where they can receive recognition but not be disruptive. You have to move in increments. Learn to teach from different positions. Students tend to get where they dominate or where they can hide. When doing activities, give materials to a student and ask him/her to do a task. The activities are just vehicles to help all of the members grow. The goal of the advisor and officers is to develop all of the students into 9/9's.

Engineered leadership does not down-play the natural talent of the student. Get your officers concerned with and caring about others. If members do not attend a chapter meeting, have the officers call them and let them know they are missed. Find out if there is a problem in getting to the meeting and help them find a solution. Don't let your officers become their “own organization.” Get rid of the words “I” and “they.” Everyone is part of the team. The word “team” should be used by the advisor and the officers whenever appropriate to describe the total membership. Members must believe they are on a team and without their involvement, the team would not be able to achieve its intended goals.

**Officer Coaching Sessions.** The advisor should set down with each of the officers in a one-on-one training session. These training sessions should key in on several areas: duties and responsibilities of that office and the officer group, authority, program of work, delegation, and follow-up. The information contained in Chapter 7.0, Chapter Officers, can be used for these coaching sessions. Officers should also be trained in the use of the

officer tools contained in Appendix I, Chapter Officer Tools.

**Executive Committee Follow-up Session.** A second session should be conducted that would simulate an actual chapter meeting. The agenda should cover the welcome, introductions, roll call, reading and approval of minutes of prior meeting, reports of the treasurer, secretary and executive committees, other committee reports, unfinished business, new business (with motions), establishing an ad hoc committee, announcements, and adjournment. The advisor should critique the meeting and provide meaningful feedback as to strengths and areas needing improvement.

**Initiation and Installation Ceremony Training.** A rehearsal or training session should be held involving those members who will have responsibilities for the I&I. This training should probably involve the officers and the I&I Planning Committee. Part of the training might include viewing a video of a previous I&I or one from another chapter.

**Continuing Training.** The advisor should conduct additional training sessions for members and officers as the need arises. At the conclusion of the membership year the chapter should be operating efficiently and effectively.

## 6.7 Election Procedures

Chapter success is due in large part to the officers. Officers provide motivation, leadership, peer support and direction to members in meeting the goals of the chapter. It is essential, therefore, that the “right” members are encouraged to seek office for the “right reasons.”

Remember that the program of work for the year should be developed and adopted by the members prior to the election of officers. Officers are elected to carry out the program of work, not design it. There should be at least thirteen major activities for the career association—two activities in each program of work area, an Initiation and Installation Ceremony, delegations to the leadership and career development conferences, and at least one but not more than two major fund raisers.

There are many ways to elect officers—volunteers, nominations, best essay, etc. Again, this procedure should be identified prior to starting the process. One method is to list the nominations on a board, anyone can nominate him/herself or others. A plus for this method is that the advisor can add names to the slate if he/she feels someone would be good and needs a little “push.” Another method is to appoint a committee to identify officer candidates. The election should be held at the conclusion of an educational program that provides members with a good understanding of how the chapter is organized and the role that each officer and member plays in accomplishing chapter goals.

After the names are posted, those listed have to agree to the nomination. The *Student Manual* provides students with an understanding of the duties and responsibilities of each office so they can decide whether to accept or not accept the nomination. It is hoped that at least two candidates are identified for each office.

To build enthusiasm and interest in the election, candidates should be allowed to campaign for a set period prior to the election. Each candidate should be provided with supplies to create campaign materials. Campaign guidelines should be determined by the membership in advance and all candidates must adhere to those mutually agreed upon guidelines. The chapter might even want to have a guest speaker who has handled some kind of election procedure (such as political officer) prior to the election.

An election campaign is an outstanding tool for gaining visibility around the school with students, teachers and administrators. Candidates should be encouraged to prepare campaign posters that can also be used to promote a better understanding of the mission and goals of the JMG/MCA program. There are several ways in which elections can be used to build self-esteem and commitment among elected officers and the membership:

- Announce the election results over the school's PA system
- Submit a press release to the local newspaper, radio/TV stations
- Send a letter of congratulations to parents
- Hold a reception at the school hosted by the elected officers

The final step in the election process is providing for balloting. It is recommended that elections be held through "secret ballot." The advisor should count the ballots and announce the election results at a regular chapter meeting or at the Initiation and Installation Ceremony. Chapter officers are encouraged to appoint defeated officer candidates as committee chairpersons. It is important that all members who wish to serve in a leadership role be given an opportunity to do so. There are many ways for members to serve the chapter and practice and refine their leadership skills. It is the responsibility of the chapter advisor and officer team to help every member be "the best leader he or she can be."

Chapter 7.0, Chapter Officers, contains a sample slate of officers, and the qualities and duties of each officer.

## **6.8 Standing Committees**

The Executive Committee (officers from each class) should be prepared to appoint standing committees immediately after the officer election. Standing committees are normally appointed for the duration of the chapter year. There are several reasons for establishing committees. The most obvious is that it is very difficult for the entire chapter to work on the same project at the same time. Committees are apt to work much faster in planning, making decisions and getting the job done in an efficient manner.

The most critical of the committee assignments are the four program goal committees. Goal committees are responsible for organizing all activities within their assigned areas. If vice presidents are not program of work committee chairpersons, the advisor should work with the Executive Committee to see that students who exhibit the greatest potential for



these responsibilities are appointed to leadership roles.

**Other standing committees which may be appointed are:**

- **Finance.** This committee would assist the treasurer in developing a budget and estimating the expenses for the year.
- **Fund Raising.** This committee should be formed early in the year. Its primary function would be to supervise and oversee the fund raising activities of the chapter. The committee works closely with the treasurer to process and safeguard chapter funds.
- **Publicity.** This committee would work closely with the vice president for civic development to oversee the public relations activities of the chapter. These activities could include developing a newsletter, preparation of news releases, invitations to the media, publicizing chapter activities and evaluating the effectiveness of the public relations program.
- **Scrapbook.** This committee's primary function would be to collect, document and present in a scrapbook the year's activities. Duties may also include development of a chapter manual. This committee works closely with the vice president for civic development on this project.

The advisor and committee chairpersons should initially meet with the committee members and lay out the responsibilities of the committee and expectations for the committee members. Members should receive training in parliamentary procedure or meeting guidelines and reporting procedures to the membership. Committee chairpersons and secretary/recorders should receive training in their responsibilities and timelines. Chapter advisors should be a part of committee meetings whenever possible and kept informed of progress. Advisors should be available for assistance when needed. Committee leaders should report progress at regular chapter meetings.

## **6.9 Special Committees**

There are occasions when a special committee is needed to do a certain task in a certain length of time. An example of this committee might be a Decorations Committee for a social event. These committees are usually referred to as "ad hoc" committees. When the task is completed the committee is usually dissolved. Many chapters plan their Initiation and Installation Ceremony through an ad hoc committee.

Chapter officers must learn to delegate authority and responsibility to chapter committees. Capable and responsible members should be assigned to all committees to keep officers from doing all the work. Special committees provide wonderful opportunities for helping chapter members grow in their leadership roles.

The chair of the committee is the key to insuring the committee's success. A chair should provide leadership for a committee, be an organized and motivated individual, and yet be willing to do his/her fair share of the work. The chairman can be appointed by the Executive Committee or elected by committee members. The chair is responsible for orienting members to the goal(s) of the committee and preparing and presenting committee reports. The chair is responsible for the performance of the committee. The Feedback Form included in Appendix E can be used to evaluate the effectiveness of the committee.

A committee secretary or recorder should be appointed or elected to record business of the committee and to assist the chair in preparing committee reports. Committee records should include the date of the meeting, progress toward meeting committee objectives and timelines, and a record of decisions/votes.

## 7.1 Qualities and Duties of the President

**Qualities.** The president should be a leader and motivator. He/she should be able to organize a program of work, give direction and delegate authority. The president should be able to gain peer and adult support, have an understanding of community, school and student issues and have a school record of good effort, work, conduct and attendance. A working knowledge of parliamentary procedure would be a plus.

**Duties.** The duties of the president are as follows:

1. Preside over meetings in accordance with the accepted rules of the organization.
  - Plan meetings, including a prepared agenda, and make available to the members. The chapter secretary should help prepare the meeting agenda. A sample Agenda Worksheet is included Appendix I, Chapter Officer Tools.
  - Be punctual. Check facilities and arrangements prior to the meeting. Provide for greeting guests and securing information for proper introductions. A Chapter Meeting Preparation Checklist is included in Appendix I.
  - Conduct the meetings in accordance with the procedure adopted by the chapter, i.e., parliamentary procedure or other method. Keep control of the meeting. Stand when conducting business or directing the membership. Refer to him/herself as “the chair.” Sit when a member is granted the floor and remain seated while the member speaks. Require all members to address their remarks to the chair, not to one another. Limit domination of the meeting by one or more members. Treat all members fairly and consistently--be impartial. Establish the wishes of the majority; protect the rights of the minority.
  - Begin meetings on time and conclude at the scheduled time. Follow-up on chapter meetings. A Post Chapter Meeting Checklist is included in Appendix I.
2. Serve as the official representative of the chapter.
  - Represent the chapter to other school and community organizations in a friendly and professional manner.

- Have a good knowledge of the Montana Career Association, the local chapter and its Constitution and Bylaws and program of work activities.
3. Coordinate the activities of the chapter and keep in touch with the chapter advisor, committee chairpersons and Executive Committee regarding the progress of activities planned through the program of work.
- Coordinate and guide the efforts of the officer group.
  - Communicate with the advisor on a regular and sustained basis. Although the organization should be student-led, the president, especially, should work closely with the advisor since the advisor is responsible to the school administration for all chapter activities.
  - Communicate with committee chairpersons and Executive Committee on a regular and sustained basis to keep on target with chapter goals.
  - Delegate authority and give direction.
4. Coordinate and guide the efforts of all chapter officers and committees.
- Provide continuous leadership in planning, organizing, controlling, coordinating and evaluating chapter activities. Seek input from other officers and chapter members in determining if chapter objectives are being met.
  - Secure and review committee reports prior to chapter meetings. Reports should be filed with the chapter secretary as part of the permanent chapter records. Keep in touch with committee chairpersons to ensure committees are on task.
  - Give recognition when due and praise efforts.
  - Constantly evaluate chapter activities to determine if objectives are being met. Solicit input from members. Develop corrective action plans when “off course.”
5. Appoint committees and serve on them as an ex-officio member. A sample Committee Assignment Sheet is included in Appendix I.
- Appoint standing committees to develop and accomplish the program of work goals.
  - Appoint “ad hoc” committees as needed to carry out tasks approved under the program of work.

- Serve as ex-officio member of appropriate committees. Ex-officio members are usually non-voting members.
- Secure and review committee reports prior to chapter meetings.

## 7.2 Qualities and Duties of the Vice President for Leadership Development

**Qualities.** The vice president should be a leader and motivator. He/she should possess characteristics similar to those of the president. He/she should have an interest in developing the leadership skills of him/herself and others.

**Duties.** The duties of the vice president for leadership development are as follows:

1. Assume the duties of the president if it becomes necessary.
  - Be prepared to take command whenever, for one reason or another, the president is not available.
2. Assist the president, as requested, in the conduct of his/her duties.
  - Gain a working knowledge of officer responsibilities, parliamentary and election procedures, and advise the presiding officer on these areas as needed.
3. Preside over meetings of the leadership development committee.
  - Plan and run committee meetings using a democratic process and allowing for participation of all members.
  - Lead the committee through brainstorming and decision-making processes in selecting leadership activities for the program of work.
  - Do his/her fair share of the work.
4. Coordinate leadership development activities as outlined in the program of work.
  - Use organizational and motivational skills to assist the committee and other chapter members in achieving the planned leadership activities.
  - Coordinate visits to other chapters, fall leadership and career development conferences and other training events.

## 7.3 Qualities and Duties of the Vice President for Social Activities

**Qualities.** The vice president should be an organized person who enjoys working with details. He/she should possess characteristics similar to those of the secretary. He/she should help provide an outlet for student enthusiasm through a well-directed and guided chapter social program. Creative thinking skills would be a plus.

**Duties.** The duties of the vice president for social activities are as follows:

1. Assume the duties of secretary if it becomes necessary.
  - Work closely with the chapter secretary and become familiar with his/her duties and procedures in the event the vice president needs to assume those duties on a temporary or permanent basis.
2. Preside over meetings of the social activities committee.
  - Plan and run committee meetings using a democratic process and allowing for participation of all members.
  - Lead the committee through brainstorming and decision-making processes in selecting social activities for the program of work.
  - Do his/her fair share of the work.
3. Help plan and coordinate social activities as outlined in the program of work.
  - Use organizational and motivational skills to assist the committee and other chapter members in achieving the planned social activities.

#### 7.4 Qualities and Duties of the Vice President for Career Preparation

**Qualities.** The vice president should be a leader and motivator. He/she should possess characteristics similar to those of the president. He/she should have an interest in developing the career preparation skills of him/herself and others. Good communication skills would be a plus.

**Duties.** The duties of the vice president for career preparation are as follows:

1. Assume the duties of treasurer if it becomes necessary
  - Work closely with the treasurer and become familiar with his/her duties and procedures in the event the vice president needs to assume those duties on a temporary or permanent basis.
2. Preside over meetings of the career preparation committee.

- Plan and run committee meetings using a democratic process and allowing for participation of all members.
  - Lead the committee through brainstorming and decision-making processes in selecting career preparation activities for the program of work (including career fairs).
  - Do his/her fair share of the work.
3. Coordinate career preparation activities as outlined in the program of work.
- Use organizational and motivational skills to assist the committee and other chapter members in achieving the planned career preparation activities.
  - Identify guest speakers and coordinate arrangements for them to speak at chapter meetings and/or special events.

## 7.5 Qualities and Duties of the Vice President for Civic Development

**Qualities.** The vice president should be a leader and motivator. He/she should possess characteristics similar to those of the president. He/she should have an interest in developing the volunteering/community service skills of him/herself and others. An interest in community needs would be a plus.

**Duties.** The duties of the vice president for civic development are as follows:

1. Preside over meetings of the civic development committee.
  - Plan and run committee meetings using a democratic process and allowing for participation of all members.
  - Lead the committee through brainstorming and decision-making processes in selecting civic development activities for the program of work.
  - Do his/her fair share of the work.
2. Coordinate civic development activities as outlined in the program of work.
  - Use organizational and motivational skills to assist the committee and other chapter members in achieving the planned civic development activities.
3. Take responsibility for chapter publicity, including preparing and distributing news articles and releases, coordinating public displays or presentations, and keeping a file of newspaper clippings and publicity received by the chapter.

- Maintain a file of newspaper clippings, pictures, charts, special programs and other memorabilia relating to the chapter.
- Prepare news articles and releases, in cooperation with the chapter advisor, for publication in school newsletters and local newspapers.
- Coordinate displays or presentations that may be exhibited at any school, community or other public event.
- Assist or head the committee responsible for developing the Chapter Manual for state competition.
- Assist the committee responsible for developing a chapter scrapbook to preserve highlights of the chapter year.
- Coordinate the dissemination of career association materials to members in cooperation with the chapter secretary.

## 7.6 Qualities and Duties of the Secretary

**Qualities.** The secretary should enjoy working with details. He/she should be able to organize and present information in a clear, concise manner. The secretary should be able to keep up with the business of the meeting and take notes. Good writing skills are required.

**Duties.** The duties of the secretary are as follows:

1. Assist the president in preparing the agenda for each chapter meeting.
  - The president and secretary should prepare an agenda using the Agenda Worksheet (Appendix I) as a guide. The secretary should inform the president of any “unfinished business” and “committee reports” which should be presented at the meeting. He/she should also inform him/her of any correspondence that will be of interest to the chapter and be prepared to read such items at the chapter meeting. Maintain communications with the chapter advisor. The final agenda should be reviewed by the chapter advisor.
2. Prepare and present the minutes of each meeting (typed, if possible).
  - The secretary should record, prepare and sign the minutes of all meetings. He or she should present the minutes at chapter meetings. These records are important since they contain business transacted by the membership. The agenda worksheet can be used to record chapter business. The record should show the exact wording of motions, who made the motion, who



seconded the motion, the vote (number voting pass, number voting fail). The secretary can ask that the motion be repeated to get exact wording or that the motion be submitted in writing. The minutes should reflect action taken at the meeting, not discussions. All reports (treasurer, committee reports, etc.) should be attached to the minutes. The minutes should be kept in a permanent book which is accessible to the membership. When the minutes are approved, the president should place his/her signature and date of approval of the minutes.

- The secretary should have chapter records and reference materials available at meetings, i.e., minutes of previous meetings, program of work, Constitution and Bylaws, lists of committees and members, appropriate correspondence, etc.

3. Notify members of meetings.

- The secretary should notify members of regular and special meetings, projects and activities using the procedure adopted by the chapter, i.e., posting on the bulletin board, notice through the school's public announcement system, etc. Ample notice should be given for meetings to ensure participation by as many members as possible.

4. Attend to chapter correspondence and maintain appropriate records, i.e., Constitution and Bylaws, annual program of work, etc.

- All chapter correspondence should be processed by the secretary even if it was received by other officers or members. The secretary is responsible for sending out appropriate "thank you" letters.
- The secretary should obtain appropriate input before responding to correspondence, i.e., president, chapter advisor, appropriate members. All correspondence should be approved by the president and/or advisor, in keeping with the procedure adopted by the chapter. The secretary should be prepared to read such correspondence at regular chapter meetings.
- The letters should project a professional image, be free from grammar, punctuation and spelling errors. If chapter letterhead is available, it should be used.
- A filing system to protect all chapter records should be developed and maintained.

5. Maintain membership attendance records and issue membership cards and other materials.

- The secretary should maintain an official membership roll and record attendance at chapter meetings and activities. Appendix I includes a sample Chapter Membership Roll and Attendance record.
- Assist the vice president for civic development in distributing appropriate career association materials to members.
- Post other materials which may be of interest to members.

## 7.7 Qualities and Duties of the Treasurer

**Qualities.** The chapter treasurer should be able to handle the responsibility of being entrusted with the monetary aspects of the program. He/she should enjoy working with numbers and financial reports. Accuracy in record keeping is important. The ability to use a calculator would be a plus.

**Duties.** The duties of the chapter treasurer are as follows:

1. Maintain accurate fiscal records for the chapter, including treasurer's reports (i.e., bank statements, budget, statements of income and expenditures) on a timely basis.
  - Lead the chapter in the development of a chapter budget. A sample Chapter Budget is contained in Appendix I.
  - Prepare chapter income and expense statements for regular chapter meetings and as requested by the president and/or advisor. A sample Chapter Income and Expense Statement is included in Appendix I.
  - Work closely with the Finance and Fund Raising Committees (if appointed) on budget and financial concerns.
  - Communicate and work closely with the chapter advisor since the advisor is responsible to the school administration for all chapter activities.
2. Receive and deposit funds (as established by school policy).
  - Understand and adhere to the school policy for receiving and depositing funds for student organizations.
  - Safeguard receipted funds and deposit on a timely basis.
  - Keep accurate and up-to-date records of funds received and deposited. A sample Chapter Receipts and Disbursements form is included in Appendix I.

- Pay out, on a timely basis, funds as authorized by chapter and/or school policies.

## 7.8 Qualities and Duties of a Committee Chairperson/Coordinator

**Qualities.** A committee chairperson should be a person who is a motivator, committed to the chapter, and interested in developing leadership skills. He/she should demonstrate the ability to accept responsibility and be a part of a team. A committee chair has many of the same responsibilities at the committee level as the president has at the chapter level.

**Duties.** The duties of the committee chairperson are as follows:

1. Preside over committee meetings.
  - Orient members regarding the tasks or activities of the committee.
  - Plan and run committee meetings using an informal democratic process and allowing for participation of all members.
  - Do his/her fair share of the work.
2. Coordinate activities as outlined in the program of work.
  - Seek input from committee members. Treat all members fairly and consistently--be impartial.
  - Be an organizer and a motivator to encourage the committee to achieve its goals.
3. Prepare and present committee reports.
  - Prepare committee reports with the assistance of the committee secretary. A sample Committee Report is included in Appendix I.
  - Present Committee Reports to the executive committee and chapter, as requested.
4. Demonstrate an interest in the duties and activities of the particular committee on which he/she serves.
5. Evaluate the effectiveness of the committee. A sample Feedback Form is included in Appendix E.

## 7.9 Qualities and Duties of A Committee Secretary/Recorder

**Qualities.** A committee secretary should be a person who is organized and enjoys working with details. He/she should have an interest in developing leadership skills. Good writing skills are important.

**Duties.** The duties of a committee secretary are as follows:

1. Assume the duties of the committee chairperson/coordinator if it becomes necessary.
  - Preside over committee meetings in the absence of the committee chairperson/coordinator.
2. Record committee business.
  - Record committee business (including decisions/votes) and prepare written minutes and make them available to the chairperson and other committee members on a timely basis. Minutes should include information which will help the chapter understand decisions made by the committee.
  - Assist the committee chairperson/coordinator in completing Committee Reports. A sample Committee Report is included in Appendix I.
3. Notify committee members of meetings.

# APPENDIX A

Sample  
CONSTITUTION AND BYLAWS  
OF THE

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CHAPTER OF  
THE MONTANA CAREER ASSOCIATION/JOBS FOR  
MONTANA'S GRADUATES

## **Article I - Name**

Section 1. The name of the organization shall be the \_\_\_\_\_ Chapter of the Montana Career Association.

## **Article II - Purpose and Goals**

Section 1. The purpose of this organization is to strengthen the confidence of students in themselves and in their work, assist them to graduate from high school and help them achieve immediate and life-long career goals.

Section 2. This organization is a central part of the Jobs for Montana's Graduates program (JMG).

Section 3. The four goals of this organization are: leadership development, career preparation, social activities, and civic development.

## **Article III - Organization**

Section 1. The Montana Career Association is the organization of, by and for students enrolled in Jobs for Montana's Graduates or for graduates of the JMG program.

Section 2. The Montana Career Association consists of chartered chapters, each operating in accordance with a charter granted by Jobs for Montana's Graduates.

## **Article IV - Membership**

Section 1. Membership in the association shall be of three kinds: active, honorary and alumni.

Section 2. Active. A participant in a Jobs for Montana's Graduates program shall be

considered an active member of the association. An active membership affords the privileges of participating in program activities, competitive events, voting, and running for and holding elected office.

Section 3. Honorary. Honorary membership may be bestowed on school superintendents, principals, teachers, board members, chapter advisors, business persons and others who are advancing the goals and purposes of the association.

Honorary membership is limited to Honorary Chapter Membership at the local level and Honorary State Membership at the state level.

Section 4. Alumni. Former active members who have completed an accredited JMG program and are in good standing with their former program may join as alumni members. They have all the rights and privileges of active members except the right to vote, hold elective officer, or enter competitive events except those specifically designated for alumni members.

## **Article V - Officers**

Section 1. The elected officers of the chapter shall be:

President  
Vice President for Leadership Development  
Vice President for Career Preparation  
Vice President for Social Activities  
Vice President for Civic Development  
Secretary  
Treasurer

Section 2. Nominations for all officers must be seconded. The nomination is not binding

until the person nominated accepts the nomination.

Section 3. Officers shall be elected annually by a majority vote of the members assembled at the election meeting and will serve for that school year.

Section 4. Voting will be conducted by secret ballot. The ballots will be counted by the job specialist. Only the winners will be announced. Actual numbers will not be announced.

Section 5. Duties of each officer will be as described in the bylaws.

### **Article VI - Committees**

Section 1. The president shall appoint two *standing committees* annually; the Finance Committee, which will review the year-end financial report; and the Fund Raising Committee, which will be in charge of fund raising activities for the year. Special committees will be appointed as needed.

Section 2. All members of the association must serve on at least one committee during the year.

Section 3. Each committee will be required to give a report of its activities at the regular chapter meeting.

### **Article VII - Voting**

Section 1. All voting for the chapter will be through majority rule using parliamentary procedures.

### **Article VIII - Removal From Office**

Section 1. An officer may be removed from office for poor performance. An officer not performing his/her job will be given a verbal warning by the president and/or job specialist and given two weeks to improve. If no improvement is seen, a special election will be called by the president and/or job specialist and a secret ballot vote taken on whether the officer should retain his/her position or the officer may choose to resign. Removal from office does not mean removal from the program.

### **Article IX - Officer Succession**

Section 1. If for any reason the elected president is unable to fulfill his/her duties, the vice president for leadership development will become the president.

Section 2. If any other elected office becomes vacant an election will be held to fill that vacancy.

### **Article X - Meetings**

Section 1. Official meetings will be held at regularly scheduled times throughout the school year with a minimum of one meeting per month.

Section 2. All meetings will be conducted according to Robert's Rules of Order and parliamentary procedure.

### **Article XI - Amendments**

Section 1. Proposed amendments will be submitted in writing to a chapter officer.

Section 2. Proposed amendment must be

accepted and will be voted on at the next regular meeting. Amendments may be adopted by a 2/3 vote of the members. Amendments become effective immediately after acceptance by the membership.

### **Article XII - Dues**

Section 1. Annual membership dues of the chapter are \$\_\_\_\_\_ per year.

### **Article XIII - Emblems and Colors**

Section 1. The emblem of the chapter will be the emblem adopted by the Montana Career Association.

Section 2. The official colors of the chapter will be the colors adopted by the Montana Career Association (blue and gold).

### **Article XIV - Chapter Advisor**

Section 1. The chapter advisor will be the job specialist.



## BYLAWS

### *Article I - Relationship to the Constitution*

Section 1. The Bylaws shall be a part of the Constitution.

### **Article II - Duties of Officers**

Section 1. President - It shall be his/her duty to preside over meetings; serve as the official representative of the chapter; coordinate the activities of the chapter; communicate with the advisor, committee chairpersons and executive committee; coordinate and guide the efforts of all chapter officers and committees; and appoint committees and serve on them as an ex-officio member.

Section 2. Vice President for Leadership Development - It shall be his/her duty to assume the duties of the president if it becomes necessary; assist the president, as requested, in the conduct of his/her duties; preside over meetings of the leadership development committee; and coordinate leadership development activities as outlined in the program of work.

Section 3. Vice President for Social Activities - It is his/her duty to assume the duties of the secretary if it becomes necessary; preside over meetings of the social activities committee; and help plan and coordinate social activities as outlined in the program of work.

Section 4. Vice President for Career Preparation - It is his/her duty to assume the duties of treasurer if it becomes necessary; preside over meetings of the career preparation committee; and coordinate career development activities as outlined in

the program of work.

Section 5. Vice President for Civic Development - It is his/her duty to take responsibility for chapter publicity, including preparing and distributing news articles and releases, coordinating public displays or presentations, and keeping a file of newspaper clippings and publicity received by the chapter; preside over meetings of the civic development committee; and coordinate civic development activities as outlined in the program of work.

Section 6. Secretary - It is his/her duty to assist the president in preparing the agenda for each chapter meeting; prepare and present the minutes of each meeting; notify members of meetings; attend to chapter correspondence and maintain appropriate records, i.e., constitution and bylaws, annual program of work, etc.; maintain membership attendance records; and issue membership cards and other materials.

Section 7. Treasurer - It is his/her duty to maintain accurate fiscal records for the chapter, including treasurer's reports; and receive and deposit funds (as established by school policy).

Section 8. Committee Chairperson or Coordinator - It is his/her duty to preside over committee meetings; coordinate activities as outlined in the program of work; prepare and present committee assignments and reports; demonstrate an interest in the duties and activities of the particular committee on which he/she serves; and evaluate the effectiveness of the committee.

Section 9. Committee Secretary or Recorder

- It is his/her duty to assume the duties of the committee chairperson or coordinator if it becomes necessary; record committee business; and notify committee members of meetings.

Section 9. Advisor - It is his/her duty to guide the members in planning and carrying out the program of work; help members and officers to develop their leadership capacity and provide leadership growth opportunities; serve as an ex-officio member of the executive

committees; and represent the school and community rules and regulations and assure that chapter members know and respect those rules in conducting the activities of the chapter.

### **Article III - Fiscal Year**

Section 1. The fiscal year of the chapter shall be September 1 through August 31.

# Appendix B

## Sample Calendar of MCA Events

## CAREER ASSOCIATION CALENDAR OF ACTIVITIES

### August/September

Organize chapter  
Adopt chapter structure, including officer and/or committee structure  
Adopt rules and set meeting schedule  
Set date for Initiation and Installation  
Begin developing program of work (POW)  
Nominate officer candidates  
Begin campaigns

### October

Adopt program of work  
Begin POW activities  
Enter Theme of the Year Poster/Slogan Event  
Elect class officers and representatives  
Initiation and Installation Ceremony  
Establish chapter treasury  
Begin chapter fund raising activities  
Begin community service activities

### November

Officers attend State Leadership Conference  
Continue POW activities  
Continue fund raising activities  
Continue community service activities  
Submit nomination for JAG Leadership Conference

### December

Continue POW activities  
Continue community service activities for the holidays  
Begin preparation for competitive events

### January

Continue POW activities  
Initiate second round of fund raising activities  
Continue community service activities  
Continue competitive event preparation

### February

Continue POW activities  
Continue second round of fund raising activities  
Continue community service activities  
Continue competitive event preparation  
Make arrangements for local competitive events

### March

Continue POW activities  
Continue community service activities  
Continue competitive event preparation  
Begin/hold local competitive events

### April

Continue POW activities  
Continue community service activities  
Continue competitive event preparation  
Hold/finish local competitive events  
Hold local awards day  
Submit names of state conference attendees and competitive event candidates

### May/June

Final POW activities  
Attend state conference  
Graduation/promotion to next grade

# **APPENDIX C**

## **Tools for conducting meetings**

**Short form of Robert's Rules for conducting a meeting  
Parliamentary procedure guidelines**

## SHORT FORM OF ROBERT'S RULES FOR CONDUCTING A MEETING

### Discussion, Debate, Decorum

NO ONE shall speak until recognized by the chair.  
ONCE HAVING obtained the floor, that member shall be the only member speaking.  
NO MEMBER may speak a second time to a question until every member choosing to speak has spoken.  
NO MEMBER will speak more than twice to the same question.  
ASKING A question or making a suggestion is not considered speaking.  
THE MAKER of a motion may not speak against it, but may vote against it.  
ALL DISCUSSION must be confined to the subject at hand.  
THE CHAIR may not close the debate as long as any member desires to speak.

### Obtaining the Floor

BEFORE a member may address the assembly or make a motion, it is necessary that the member obtain the floor - that is make an agreed upon physical gesture (such as raising his/her hand) and wait to be recognized by the chair. Recognition is to be in the form of the chair saying the member's name. No one may speak to an issue without first obtaining the floor.

### Motion and Discussion

A MOTION may only be made by the person who has the floor.  
BEFORE discussion, the motion must be clearly stated by the chairman.  
DISCUSSION begins once a member has obtained the floor and when a member has yielded the floor, he may not speak again on the same subject if there is another member who has not previously spoken and wishes to speak on that subject.

### Voting

ONCE THE chair has determined that discussion has ended the chair should inquire if the assembly is ready to put the question to a vote.

THE CHAIR repeats the motion clearly and says, "All those in favor, signify by raising their right hand." "Those opposed, signify by raising their right hand."

A MAJORITY is sufficient for the adoption of any motion.

THE CHAIR must immediately announce the result.  
A MEMBER may change his vote before the results have been announced but not after.

WHEN THERE is a tie vote the motion fails unless the chair votes in the affirmative.

THE CHAIR only votes in case of tie.

### Modification or Withdrawal of a Motion

THIS IS generally left to the individual assembly. The rule adopted by Congress is that any motion may be withdrawn or modified by the member making the motion at any time before it is voted on.

### Point of Order

IF A member disagrees with a decision that has been made, he may take point of order by stating, "I appeal the decision of the chair."

THE APPEAL must be seconded.

THE CHAIR then states, "Shall the decision of the chair stand as the judgment of the assembly?" A vote is taken.  
A tie or majority sustains the decision.

### To Table an Issue

AT ANY point a member in possession of the floor may move to table an issue. If seconded, this must be voted on immediately with no discussion. Once tabled, the subject cannot be re-discussed without a majority vote by the assembly.

### Closing the Meeting

IT IS suggested that a time for adjournment be set in advance. Otherwise a motion to adjourn may be made by anyone holding the floor.

## PARLIAMENTARY PROCEDURE GUIDE

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**Five Basic Principles.** There are five basic principles of parliamentary procedure:

1. Only one subject may claim the attention of the assembly at one time.
2. Each proposition presented for consideration is entitled to full and free debate.
3. Every member has rights equal to every other member.
4. The will of the majority must be carried out and the rights of the minority must be preserved.
5. The personality and desires of each member should be merged into the larger unit of the organization.

**Use of the Gavel.** Every presiding officer should be familiar with the use of the gavel. This gavel should be used as the symbol of authority in support of self-government and orderly procedure. Two taps of the gavel call the chapter meeting to order.

When a main motion has been passed or rejected, one tap of the gavel should follow the announcement of the result.

One tap of the gavel should immediately follow the announcement that a meeting is adjourned. The gavel is also the instrument for maintaining order during meetings. If at any time members do not conduct themselves properly a sharp tap or a series of sharp taps of the gavel should restore dignity and order on such occasion.

**General Guides for Presiding Officer.** During a meeting, the presiding officer is expected to rise when opening the meeting, when about to make an address, call for a vote, speak on a question of appeal, or to give the reason for a decision on a point of order. Otherwise the presiding officer should keep his/her seat, pay attention to the speaker who has the floor and refrain from engaging in debate. The presiding officer should refer to him/herself in the third person, i.e., "The chair..." Though the chair should be firm in his/her rulings, he/she is expected to be tactful, helpful and fair.

**Progress of a Motion.** A motion should progress as follows:

1. A member rises and addresses the presiding officer. The presiding officer should be addressed by title, as "Mr./Madam President."
2. The member is recognized by the presiding officer. The chair recognizes a member by his/her name, "Mr. Member" or by a nod to them. Having thus

received formal recognition from the chair, a member is said to “have the floor” and is the only member entitled to present or discuss a motion.

3. The member proposes a motion. A motion is always introduced in the form, “I move that,” followed by a statement of the proposal. This is the only correct phraseology. Aside from very brief explanatory remarks, it is not permissible to discuss the merits of a motion either prior to, or immediately following the formal proposal of the motion. All discussion must wait until after the chair has stated the motion to the assembly and has called for discussion.
4. Another member seconds the motion. Another member, without rising or addressing the chair, may say, “I second the motion.” Seconding the motion is merely an indication that the member seconding it wishes the matter to come before the assembly for consideration. If no one seconds the motion, the chair may ask, “Is there a second to the motion?” If there is none, the chair may declare, “The motion is lost for want of a second.”



# Appendix D

## Volunteer Service Verification

## VOLUNTEER SERVICE VERIFICATION

Name of student: \_\_\_\_\_

What was done? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Where was it done? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Why was it done? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

When was it done? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

For how long was it done (total hours worked)? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Who was it done for? (name, address and telephone) \_\_\_\_\_

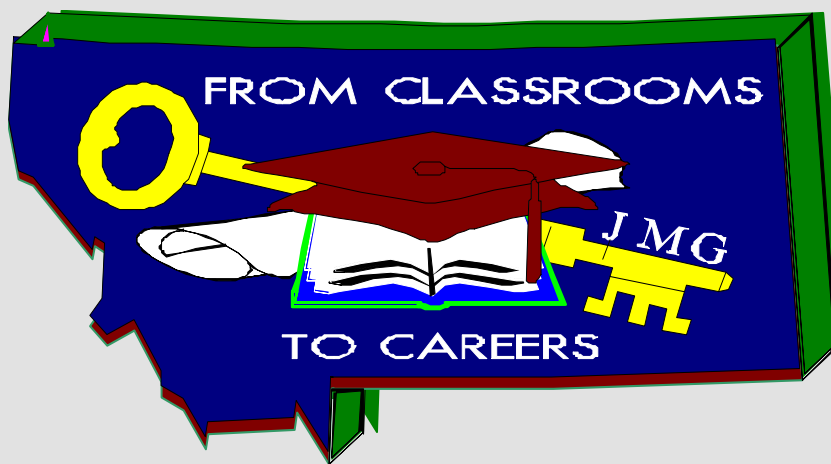
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Member's Signature

\_\_\_\_\_  
Signature of Receiver of Services

# Appendix E

## Feedback Form



## FEEDBACK FORM

A commitment should be made by chapter members and officers that “continuous improvement” is a goal that will guide the chapter throughout the membership year. Upon completion of a chapter activity or project, officers and members should set aside time to conduct an evaluation for the purpose of improving performance in the future. The following feedback form could be used for evaluation purposes.

Instructions: In the left column, rate each item from 1 to 5; 1 being low (or no) and 5 being high (or yes). Add comments as appropriate.

<u>Rating</u>	<u>Area</u>
	1. <u>Understanding and Responsibility.</u> Did you clearly understand the task or goal? And your responsibilities as a member of the team?
	2. <u>Goal and Goal Attainment.</u> Were the goals realistic? Were methods to reach the goals developed? Were the goals met? If not, why not?
	3. <u>Timelines.</u> Were realistic timelines developed? Were they met? If not, why not?
	4. <u>Member Participation.</u> Was there good participation and a cooperative spirit toward team goals (attendance, contributions by members to discussion, willingness to work to accomplish goals, completion of assigned responsibilities, etc.)? If not, what could have been done to encourage more participation?
	5. <u>Leadership.</u> Did the leaders meet their responsibilities (provide orientation, motivation, leadership, opportunities for all members to contribute, do their share of the work, make assignments as needed, meet timelines, etc.)?

<u>Rating</u>	<u>Area</u>
	6. <u>Recognition</u> . Was adequate recognition provided to appropriate persons and teams?
	7. <u>Learning</u> . Did you learn anything? Did you have fun?
	8. <u>Fund Raiser Only</u> . Did the project raise sufficient revenue? Were the fund raising goals realistic? If not, why not?
	9. <u>Fund Raiser Only</u> . Were the monies and inventory (if appropriate) accurately accounted for and reflected in chapter records? If not, why not?
	10. <u>Fund Raiser Only</u> . Did the chapter incur any unnecessary liabilities (non-returnable merchandise, unaccounted for inventory, lack of service providers, etc.) If so, what could be done to avoid this in the future?

What were the main positive lessons learned through this project?

What were the main negative lessons learned through this project?

# Appendix F

## Program of Work Tools

# PROJECT IDEAS

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The following project ideas can be used to attain the goals of the chapter in developing the program of work. Students will come up with a lot of ideas, but when they get “bogged down” the following lists will help you get them back on track.

Some of the activities listed are for the purpose of community service/volunteering and some are for fund raising. Some are combinations of both. Some of the ideas work as class or chapter projects involving all or most of the members and some of them will work so students can do volunteering on an individual basis. The projects are broken down into several areas to help you with your planning. Most of these projects also provide your students with opportunities for “resume building” details.

## **School Based Ideas**

The projects presented in this section can all be done within the school building or on the school grounds. For specialists who work in rural areas, these are very good because transportation can sometimes be a problem.

### 1. *Give A Custodian A Break*

Students get together with the head custodian or head of maintenance and find out what special things need to be done that they can do. They then make arrangements to do the tasks. The tasks may be as simple as helping the custodians clean the cafeteria or setting up for a special event or picking up trash at the end of the day.

### 2. *Give the Library/Media Center Attendant A Break*

Most school libraries or media centers have attendants. Students help put books back on the shelves, do copying, check books and other materials in and out, etc. This is not only beneficial to the librarian/attendant, but the students become more familiar with the library and also get valuable job experience.

### 3. *Give the Office Helper A Break*

The student can help the office secretary/helper by sorting the mail, answering the phone, making copies, picking up attendance sheets and other tasks. The main office and guidance office in any school are busy places. Office helpers also gain valuable work experience to add to their resumes.

4. *Give the Teacher A Break*

There are lots of things students can do to help teachers. They can do record keeping, clean the room, help develop displays, etc. They can help music, science and athletic instructors clean instruments or gear, get out or put away gear, wash uniforms, etc. This is also a community service work that reaps the benefits of positive public relations with other school staff.

5. *Give the Maintenance Crew A Break*

What school grounds don't have an area that could use some sprucing up. This can be as simple as going outside and picking up trash, raking and sweeping, to finding an unattractive area and designing some landscaping to beautify the school grounds.

6. *Sponsor an Informational Program*

AIDS awareness, teenage pregnancy, substance abuse, scholarships, bike safety. If an issue is ripe in your school and/or community, it is a topic for which your students can research and sponsor an informational program. All of these subjects are part of most schools' daily or yearly dialogue, but when the information happens because the students organize the assembly or guest speakers or workshops, it will probably be more successful. Your students could select a subject that they feel should be addressed and brainstorm what they would like to do. It is incredible what positive things can happen when the students tackle these issues themselves. (Remember, students may need to get permission from school administration to address some issues.)

7. *Food Share Raffle*

This is fun and helpful at the same time. Get some prizes donated and get a roll of tickets. Students, faculty and staff, instead of buying a raffle ticket, bring in a non-perishable food item. They get a ticket for each item they bring in. Tickets are drawn for the various prizes and the local food pantry gets much needed food.

8. *In-School Recycling Program*

Paper, paper everywhere! The bigger the school, the bigger the pile of paper! If your school doesn't have a recycling program, have the students set one up. They get the bins, collect and sort, and sell the paper to the local recycling company. Not only do you make the school environmentally aware and cut down on waste, but the chapter makes money selling to the recycling company. Or you can make it a total community service project and donate any money made from the paper sale to a local charity. You might also want to consider recycling soft beverage cans and/or juice boxes.



## School District Based Ideas

These projects take the students away from their home school and out into other schools and parts of the school district.

### 1. *Adopt an Elementary or Middle School Class*

This is a great community service! High school students who have a hard time with reading, writing or math are really smart when they are working with a kindergarten, 1st or 2nd grade student. The benefits of this project are numerous. Some of the worst students become the best students when working with a younger student. And nothing is more rewarding than a hug and a smile from their new little friends. A real motivator and confidence booster!

Offer the idea to your students and then have them contact the nearest school and make arrangements to adopt the class. Sometimes they may know an elementary or middle school teacher. The commitment should be spelled out at the beginning for all parties, i.e., the school period and the day, how often, etc. Elementary teachers are extremely busy and have their students all day long. If your school is close enough this project can be done in one class period. The teacher might have your students do everything from helping with recess to reading to helping them with their work, or even teaching a class! Great fun can be had during holidays and planning an end of the year trip or activity is also fun.

### 2. *Wash and Clean the School Buses*

Bus drivers in some schools or districts are responsible for keeping their buses clean. Give them a break and offer to clean them!

### 3. *Build a School Playground*

Some elementary or middle school playgrounds are unsafe, dirty or lack equipment. Students could develop a plan to “spruce up” the playground. This could include developing a site plan, spearheading a fund raising drive to purchase equipment, doing the actual work with or without adult helpers, etc. They will be surprised at the contractors, electricians, plumbers, carpenters and other community members who will show up to offer their services and equipment to improve the playground. Again, this activity offers many opportunities for students to display their skills (and improve their job resumes) and to make contacts with employers (plumbers, carpenters, etc.) and thus strengthen their ties with the employment community.

### 4. *Build A Nature Trail*

Schools that have wooded areas in the area are prime choices for this project. This project could involve JMG/MCA students as well as those from the science and technology departments. Even students from the elementary and middle schools could do some of the

tasks.

A nature trail is simply a trail through a woodland, wetland, or field that has stations that explain what is there. Wild flowers, wildlife, insects, etc. can all be identified. The nature trail can be used all year long. The trail will change as the seasons change.

5. *School District Recycling Program*

This is similar to the in-school recycling project, only bigger and involving other schools.

**Community Based Ideas**

These ideas will take students out into the community and away from the school building. They will not only contribute to the well-being of the community, but students will learn more about their community and themselves. These projects also have spin-off benefits, such as business/employer contacts, civic/community leader contacts, an opportunity for the community to see the many positive sides of students. They also, as do many projects, provide opportunities for students to “build resumes”.

1. *Collecting Food for Food Share*

Unfortunately, in this food rich nation we live, there are people who would go hungry if it were not for the local food share. These places always need food and help with stocking shelves, serving customers, etc. The project is simple. Collect food and bring it to the food bank or go and help them on food distribution days.

2. *Visiting Nursing Homes*

This project is best done over a period of time to allow the residents and students to get acquainted. Some nursing home residents have no visitors. Many of them are still quite lively and have wonderful stories and history to share. They also like to play games, such as checkers, cards, puzzles, etc.. Just visiting is many times a treat. Students can become pen pals with the residents, thus providing some of them with the only mail they may get. They can also become involved in home activities, such as holiday parties, outings, etc. Students can learn a great deal about life, relationships, and even death and compassion, from this kind of community service.

3. *Adopt a Grandparent*

Because we live in a mobile society, many of your students may not have a grandparent who lives nearby. Local senior citizens organizations have many seniors who would love to be involved in the lives of young people. They are retired, may have been community leaders, successful business people, artists, professionals...bringing these people into your classroom and school can be a positive experience. These “grandparents” can be and are effective tutors, mentors, guest speakers, classroom aids, etc. They were “doers” when they

were young and working and do not see any reason not to be doing so now. The presence of these “seasoned” citizens in your students’ lives can be a positive, two-way street.

4. *Habitat for Humanity*

“Habitat for Humanity” is an organization that builds homes for people who cannot afford their own home through regular channels. All the work is done by volunteers. Former President Jimmy Carter participates in this program and has helped build several homes. What can be more satisfying than helping a family build their first home. A project such as this requires a wide diversity of talent so it offers many opportunities for young people to “show their skills.” It’s also a great opportunity learn new skills from the many volunteers from the community.

5. *Volunteer at a Local Community Center*

Many communities have programs for young children or seniors and are always looking for volunteers. High school students can help with coaching teams, arts and crafts, playground supervision, playing games, etc.

6. *Provide Manpower for Other Community Organizations*

Other community groups, such as Chambers of Commerce, Rotary, Jaycees, Kiwanians, etc., put on events to raise funds for charities they support or to celebrate community and statewide events, such as Fourth of July celebrations. Not only are these good contacts for your students to have, but they also need manpower and will welcome “helping hands.” Benefits to your students over and above the community service is that they get to meet the “movers” and “shakers” in their community. Every contact your students make with an adult is a possible tie to future jobs or education support (scholarship programs, loans, etc.).

7. *Walk-A-Thons*

Many community civic organizations sponsor ...Walk-A-Thons, such as the Mark of Dimes Walk-A-Thon, Race for the Cure, etc. It is an annual event sponsored by the local Chamber of Commerce or one of the area’s major employers. They do not just need people to get pledges and walk, but they need volunteers to man water stations, prepare and serve pre- and post- meals, sign up walkers, etc. This project is also good because it usually begins and ends in one day. Again, what great contacts the students can make with community and business leaders.

8. *Bike Rodeo*

Students could organize and conduct “bike rodeo” for kindergarten and elementary students. The elementary students pedal their way around a bicycle course and earn their own “bike safety license” in the process. JMG students could give lectures about bike safety in area schools. The rodeo promotes responsible bike riding habits, wearing a helmet, walking bikes across streets, roads and railroad tracks, and not riding bikes on sidewalks.

Students could solicit prizes for the kids and bicycles and helmets for those who need them. Mechanically-minded students could repair and/or build bicycles for “bike less” kids.

In a big project like this, MCA students might want to join with other community organizations to put on a “bike rodeo.” Another group which might like to join in is the community police, who could be on the lookout for young bike riders and give them “reward” tickets for safe bike riding habits. The tickets could be redeemed at local businesses for tasty treats, such as a soda, ice cream cone, etc.

9. *Adopt A Highway*

Students could pick up trash along a section of a local highway. This is a fun activity and a great way to get publicity!

**Statewide Ideas**

These ideas are for those who want to expand their service beyond their own communities or to be involved in the community portion of statewide projects. They may also fit well with chapters that want to join with other chapters or organizations to conduct a project.

1. *Red Cross Disaster Relief Fund/Blood Drive*

Tornados, hurricanes, floods, earthquakes and fires all wreak havoc on our communities. The one organization that is always there is the American Red Cross. The Red Cross relies on donations to help people in need. Running a fund raiser for them is always satisfying. Students could volunteer to sponsor or work at blood drives. On the flip side, students will work with people who are trained in CPR, first aid, disaster services, etc.

2. *Special Olympics*

If you are familiar with this organization, then you know the emotional rewards that your students will receive from getting involved. Your special education department or local sheltered workshop are good contacts.

3. *“Make A Wish” Foundation*

This is a national and state foundation that raises funds to provide children with terminal illnesses a dream wish. They have sent children to Disneyland, to meet their favorite athlete or celebrity, or just provided a desired “toy.” Maybe your students know of someone in the community and they want to raise money to help that child.

4. *Ronald McDonald House*

The Ronald McDonald Houses across the nation provide minimal cost or free lodging for families of children with serious illnesses who must come to a hospital away from their homes. All of the money raised goes to maintain the houses. This is a great charity to get involved with because it helps people who may be your neighbors.

**Community Service Fund Raiser ...A-Thons**

An ...A-Thon is doing something for an abnormal amount of time and getting people to pay money for you to do it. Dance-a-thon, rock-a-thon, walk-a-thon, skip-a-thon, etc. The average ...A-Thon is 24 hours in length. They are not overly difficult to organize but can become more involved as you add things to the event.

These fund raisers, when used to raise money for a “cause” can be highly successful and fun. The students get a great deal of satisfaction from doing them and they also have the side benefit of generating positive publicity and community awareness. These fund raisers extend beyond the career association and are wonderful opportunities to get other members of the school and/or community involved.

Here are some brief explanations of some of the most common ones. Although most are done for 24 hours, many will also do well for 12 hours. At any ...A-Thon you should have plenty of food, drink, and a medical person. Usually participants get a 5-minute break each hour and cannot sleep until the A-Thon is over.

1. **Dance-A-Thon**

Participants dance for the entire time. They need a large room, lots of tapes and CDs, sound system and clock. Pledges are made for each hour they dance. Admission can be charged for people to come in and watch or to dance themselves.

2. **Run- or Walk-A-Thon**

Participants form relay teams of 6, 8, 10 or 12 people. They each run/walk a ½ mile or mile at a time, fitting as many miles as they can into the 12 or 24 hour period. They get pledges for each mile run/walked. An indoor or outdoor track facility and clock are needed for this event.

3. Swim-A-Thon

Participants form relay teams of 6-12 people. They each swim two or four laps of the pool, swimming as many laps as they can fit in the 12 or 24 hour period. A pool is needed.

4. Basketball/Baseball/Softball-A-Thon

Get an all-star team of players and then invite other area teams to play against them for 12 or 24 hours. Teams pay an entrance fee to play and admission is charged fans. Facilities needed are: lighted baseball/softball field or basketball court, umpires, equipment. It is a great event to televise over local channels. Local personalities can do a play-by-play.

5. Bike-A-Thon

Participants form teams and ride a bicycle around a given course. Each team does as many laps as possible during the time period. A safe course, bicycles and helmets are needed.

6. Imagination-A-Thon

Use your imagination to develop your own ...A-Thon. Chess, scrabble, monopoly, cribbage, bingo, karaoke, aerobics, rocking, laying coins end to end, reading, reciting poetry, counting from one to ..., miniature golf, bowling, tennis, ping pong, typing, etc.

**Miscellaneous Community Service or Fund Raiser Ideas**

- Provide services--sponsor a work auction, conduct store inventories.
- Provide home services--clean windows, mow yards, walk animals, wash animals or cars, rake leaves, shovel walks.
- Provide holiday services--sponsor a Haunted House or Carnival on Halloween or sell ghost-o-grams, operate a gift wrapping station, sell shamrocks or shamrock-o-grams on St. Patrick's Day, sell flowers, valentines or sweetheart-o-grams on Valentine's Day, decorate store windows on major holidays, deliver singing telegrams and/or balloons.
- Provide food-related services--prepare and serve meals at service/civic meetings; sell snacks (popcorn, soda, cotton candy, etc.) at school and community functions, auction or raffle-off gourmet dinners or box lunches; run a food booth at a school or community function.
- Sell products--button pins, T-shirts, baked goods, candy, front-yard signs, logo watches, etc. (If selling products, be confident about your product and/or any companies that you deal with for the products.)
- Potpourri--home tours, ugliest leg contest, pie throwing contest, ad sales, turtle race, hold-ups (placing community leaders in jail until a "fine" is paid), film festival, dunking booth.
- Career preparation activities--Career Fair, company tour, scholarship workshops, post-secondary education tours, "dress for success" workshops or demonstrations,

guest speakers from various occupational areas.

- Social activities--Valentine's Day Party, hay and sleigh rides, roller skating party, ski trip, parent/grandparent/teacher appreciation day, alumni party, homecoming party, masquerade dance, talent show, pizza party.
- Leadership activities--participation in school government/council, leadership workshops, state leadership conference, guest speakers, including alumni graduate "success stories."
- Civic development activities--visit to city hall, tour of the state legislature, tour of state offices, attendance at city government meeting, voter registration drive, public official guest speaker, Citizen of the Day, attend court session.

## PROJECT PLANNING WORKSHEET

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The *Project Planning Worksheet* will aid students in doing basic planning and discussion as they think about doing a project. The worksheet is basic and can be used for any kind of project. The worksheet will help them think through the entire process without missing a step or two.

Definitions of the parts of the worksheet are as follows:

**Project Name.** What the project will be called.

**Project Description.** A brief description of what the project is about, i.e., sell candy to raise money for a field trip, collect canned food for the local food bank, etc.

**Benefits.** What are the benefits to doing this project? How does it fit into the goals of the chapter?

**Drawbacks.** What difficulties or problems might we run into, i.e., people get tired of buying candy, where will we store the canned goods until they can be taken to the food bank, etc.

**Resources/Materials Needed.** What do we need to do this project? Candy to sell, posters to advertise sale, permission from school administration, transportation, etc.

**Estimated Cost.** Is there a cost to this resource/material? If so, what is the estimated cost?



## PROJECT PLANNING WORKSHEET

Project Name:

Project Description:

Benefits	Drawbacks

Resources/Materials Needed	Est. Cost
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
Total Cost of Resources/Materials	\$

## PROJECT ACTION PLAN

---

The *Project Action Plan* will aid the students after they have approved a project. The action plan is basic and can be used for any kind of project. This is used after the students have decided to do a project. The plan provides the “who,” “what,” “when,” “where,” and “how” of a project. It has places to break the project into its components, to assign responsibility for the tasks, to assign completion dates, and expense/income columns to help complete a budget for the project.

Definitions of the parts of the plan are as follows:

**Project Name.** What the project will be called.

**Project Description.** A brief description of what the project is about, i.e., sell candy to raise money for a field trip, collect canned food for the local food bank, etc.

**Task.** The project is broken down into its parts and listed (i.e., obtain permission slip from principal, order candy, reserve the school auditorium, etc.)

**Person Responsible.** Each task is assigned to someone and is listed (Mary - obtain permission slip from principal, Bill - order candy, Jean - reserve the school auditorium, etc.)

**Completion Date.** Each task is assigned to someone and given a completion date (i.e., obtain permission slip from Principal - Mary - September 30; Bill - order candy - October 15, Jean - reserve the school auditorium - October 15, etc.)

**Budget.** Each plan contains a budget sheet. Project expense items are listed with their cost as are projected income items. Total expenses and income are calculated. The difference determines if the project will cost the chapter money or bring in income. This projected income/loss should be a part of the overall chapter budget. Fund raisers should always provide income for the chapter. Completing this budget will help the members determine if the efforts to do the project are worthwhile financially. If it is a fund raiser project, is the income sufficient for the efforts needed to complete the project? The total of all of the *Project Action Plans* should equal the total chapter budget for the year.

Chapter budgets may need to be adjusted or revised during the year as projects are completed and income and expenses are compared to the plans.

PROJECT ACTION PLAN

Project Name:

Project Description:

Task	Person Responsible	Completion Date

## PROJECT ACTION PLAN BUDGET

Estimated Expenses		Estimated Income	
Item	Cost	Item	Cost
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
	\$		\$
Total Estimated Expense	\$	Total Estimated Income	\$

Total Estimated Expense      \$

Total Estimated Income      \$

Difference (+ or -)      \$

## SALES PROJECT GUIDELINES

Any activity that uses class time should be well planned and organized to produce optimum results. Management guidelines and procedures for handling the product and funds should be developed ahead of time and be consistent with chapter and school policy and city ordinances.

### **Management Guidelines.**

A fund raising campaign that does not generate sufficient profits to support chapter activities is frustrating. A campaign without adequate management and sales guidelines can be a “nightmare.” The following management guidelines can help insure success.

1. Only the chapter president (or designated receiver) in concert with the chapter advisor should accept and sign for products. The quantity should be checked against the shipping order. Errors in quantity or damaged products should be noted in writing on the shipping order and confirmed by the driver.
2. A facility to hold the product should be identified, lockable, and access controlled by the advisor (or designated person).
3. Procedures for handling the product should be identified, i.e., who will be the person from each class assigned to check the product in and out, who will be the person to control the total inventory, who will handle the money for each class and how will they work with the chapter treasurer, when will the product be checked out, when will the money be turned in, what kind of inventory control method will be used, etc.
4. Procedures for handling any disputes should be identified and such problems should be handled quickly and quietly by the president (or designated person) and chapter advisor.
5. Members who have unsold and/or large inventories of the product should be encouraged to turn in their money and/or their products.
6. Product inventory and moneys should be balanced on a daily and weekly basis and discrepancies addressed immediately. At least a spot check of inventory should be conducted daily, with a major inventory held at the end of each week.
7. It may be helpful to have the leader come in to class early each day during the sales period so members can turn in their money and/or return products. The last few minutes of each class period could be set aside for product checkout.
8. Procedures for handling the money should be in keeping with chapter and school policy. As a rule, a deposit should be made at the end of each class day. It is never advisable to keep money overnight.
9. Prizes are a great incentive for fund raising projects. The incentives, however, should not be so costly that the prizes endanger the fund raising goal. An accepted rule of thumb is 10 percent of the projected sales figure, i.e., \$1,800 anticipated sales would allow \$180 for prizes. Another method is to solicit prizes or reduced-price prizes from merchants in the community. The product company may also have a prize distribution plan. One method is for the chapter to award daily or weekly prizes and award three major prizes at the end of

the sale - first, second and third. This plan could also be used for each class.

10. Another incentive is to have a daily drawing for a prize. Daily prizes help eliminate discouragement for members who have little opportunity to win “best salesperson” prizes. Every person who has made a sale during the preceding day and turned in his/her money is eligible for the daily prize. Or it could be limited to the top three to five salespersons each day. The prize structure should reward members for sales and encourage members to turn in money on a daily basis.
11. At the conclusion of the fund raising project, the chapter should evaluate the degree of learning and success of the project. Appendix E contains a Feedback Form which can be used to evaluate success. The most obvious measure is whether or not the fund raising goals were met. This should not, however, be the only consideration.

### **Sales Guidelines.**

Guidelines are important, not only for the success of the fund raising project, but to help all parties understand the rules under which they will be operating. These guidelines should be given to members, school officials, and parents.

1. On launch day, no student may check out more than 24 products. Members may not check out more than twice as many products sold (and money turned in). For the Friday check-out, members may check out four times as many products sold.
2. All monies and/or products are to be returned upon request and no later than three days after the stated due date and/or conclusion of the sale. After this date, those not turning in items are subject to advisor-member and/or advisor-parent conferences to resolve any problems.
3. Members may not swap or transfer products among themselves. All products checked out by the member are the responsibility of that member. Theft or loss does not absolve the student of product responsibility.
4. All prizes are subject to the terms of the sale. Quantity prizes are not awarded to any member whose sale records do not balance.
5. All sales activities are subject to the policies of the chapter, school district and city ordinances.
6. All monies derived from sales are to be turned in during the first class session after being collected.
7. Members who have products checked out that they cannot sell should turn them back immediately.
8. No products are to be sold at a place of employment without first getting approval of the manager or owner.

9. Guidelines should be developed as to where and at what times members will be selling the products. Parents should be notified of these guidelines.

### **Prospect List.**

A problem of any fund raising project is member shyness and lack of confidence in calling on someone and asking them to buy something. If you can overcome this problem the sales project will be a success and a milestone will have been reached in building the confidence of chapter members.

The following technique will help members develop a prospect list. Give each member five sheets of paper with the following headings: (1) family/relatives, (2) neighbors/parents/ friends, (3) my friends, (4) places where my family and friends shop, (5) large sales areas (apartment buildings, malls, etc.).

Ask members to write the most appropriate names on each sheet of paper. On Friday before the fund raiser starts, check out five products to each member, no more, no less, and ask them to call on their prospects beginning with the top of the list and working down. Advise them they are to give a sales report on a specified day. This project is helpful as the people listed first on their prospect list know the members and are probably the easiest persons to whom the product can be sold. These easy sales are invaluable in building the confidence of chapter members. The first sales reports will further strengthen member confidence. And, since most members will have sold their five products, the fund raising project is off to a great start!

### **Sales Timeline.**

A fund raising project is one activity that can easily dominate all available time, both in- and out-of-class. Thus a timeline should be developed for the project and placed on the chapter calendar. Activities are usually planned and initiated during class time but will most likely be completed outside of the class. To ensure a successful fund raising project, the following time sequence is suggested for a sales project.

#### Week Zero

1. Program of work development should have identified the total amount of funds needed to fund chapter activities. A determination should be made as to the amount of funds to be raised with this particular fund raising project.
2. The Finance Committee (or other committee) should select the fund raiser or raisers as outlined in Section 5.5, Financing Chapter Activities. All costs, including shipping charges, should be identified. Make sure the company has return privileges and will be able to supply products as needed. The timeline should be developed. City ordinances should be checked.
3. Contact the supplier and set up the fund raising project within school and chapter guidelines. Identify lockable and adequate storage space.

#### Week One (three weeks prior to the sale)

1. Chapter members should be informed about the fund raiser, including timelines, sales goals, incentive awards, member expectations, etc. A bulletin board should be identified to keep track of goal attainment throughout the sales period.
2. Sales project leaders (goal recorders, money and inventory handlers, public relations person, etc.) should be selected and oriented to their duties.
3. Parents should be informed about the fund raiser, including what is expected of the members, benefits of the fund raiser, and how the parents can secure additional information.

#### Week Two (two weeks prior to the sale)

1. Time should be set aside to develop the procedures for handling the fund raiser, train the leaders and salespersons, and answer any questions they might have.
2. A mock “sales demonstration” might be performed for the salespersons.

#### Week Three (one week prior to the sale)

1. Check the product as it arrives to ensure the correct quantity, damage, etc. Store product in identified facility.
2. Remind school administration regarding the sale.
3. Begin sales announcements (school announcement system, news releases, posters, brochures/flyers, etc.).
4. Conduct a lesson with the class/chapter on “prospecting” (how to find customers).

#### Week Four (first sales week)

1. At the beginning of each period/day, collect sales monies and have deposited in chapter treasury as per chapter and school policies.
2. At the end of each period/day, check out products to students. Adhere closely to guidelines developed regarding amount of product to be checked out by any student.
3. Daily - update total sales board, draw for daily prize, and post the names of winners.

#### Week Five (second sales week)

1. Follow same three steps as outlined for week four.
2. Use the first period on Monday to energize and re-motivate the salespersons.



3. Optional. Give a prize for best sales during the first week.
4. On Wednesday, announce all products and/or money are due back the next day.
5. On Thursday, check in all products or money. (No check outs on Thursday). This is a time for leaders to assess where they are at, balance money and products, make any necessary adjustments.
6. On Friday, check out for final week-end sale. Announce products or money are due by the following Wednesday.

Week Six (third sales week)

1. Follow same three steps as outlined for week four, through Wednesday.
2. Set up a chapter meeting for Thursday evening to announce success of the project--total sales, prizes awarded, goal attainment.
3. On Thursday, have a final check-in. Sales leaders assess final results, balance money and products, make any necessary arrangements, such as return of unsold products, etc.
4. Optional. Grand prize to top salesperson, or top salesperson in each class.
5. Announce success--school announcement system, news releases, school newspaper, including photos as appropriate.
6. Send "thank you" notes to school administrators and others, as appropriate.

# Appendix G

## Initiation and Installation Information

Sample  
**INITIATION AND INSTALLATION CEREMONY SCRIPT**

Speaker

Script

(All members enter as their name is called and proceed to their seats. Members should remain standing at their seats.)

\_\_\_\_\_ (Rap gavel twice.) Good afternoon ladies and gentlemen. On behalf of the \_\_\_\_\_ High School Jobs for Montana's Graduates program I would like to welcome you to the Annual Initiation and Installation Ceremony of the Montana Career Association. We are pleased you could join us as we induct new members, install our newly elected officers and discuss the goals of our association. The Montana Career Association is a unique student organization which prepares us today for a career tomorrow.

\_\_\_\_\_ The students elected to lead the \_\_\_\_\_ Chapter this year are:

Vice President for Career Preparation: \_\_\_\_\_

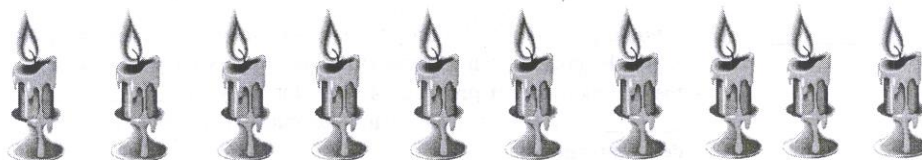
Vice President for Leadership Development: \_\_\_\_\_

Vice President for Social Activities: \_\_\_\_\_

Vice President for Civic Development: \_\_\_\_\_

Secretary: \_\_\_\_\_

Treasurer: \_\_\_\_\_



Appendix G  
Page 1

Speaker

Script

Ladies and gentlemen, I would now like to present to you the student who was chosen to lead the chapter this year. Please meet our president, \_\_\_\_\_.

(Officers should leave the member seating area and go to their stations as names are read. All should remain standing.)

\_\_\_\_\_ At this time I would like you to join my fellow members and me in the Pledge of Allegiance to the flag.

(All stand and face the flag.)

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

You may be seated.

\_\_\_\_\_ I would like to introduce \_\_\_\_\_, principal of our high school, to give opening remarks.

Principal

(Principal gives opening remarks.)

\_\_\_\_\_ Thank you, M. \_\_\_\_\_, for those words of encouragement.

It is my privilege to introduce a real friend and supporter of our chapter, M. \_\_\_\_\_. M. \_\_\_\_\_ is \_\_\_\_\_.

Guest Speaker

(Guest speaker gives remarks.)

\_\_\_\_\_ Thank you, M. \_\_\_\_\_ for sharing with us this afternoon.

\_\_\_\_\_ I would now like to call on four of our members who will tell you about the goals of our association. These goals were adopted by the members as our program of work for the year. \_\_\_\_\_, would you please tell our guests about our leadership development goals.

Speaker

Script

Leadership development provides members with a variety of experiences and activities that will help them develop valuable leadership qualities through individual and group meetings, election of officers and committee leaders, leadership training workshops and meetings with community leaders.

\_\_\_\_\_ will review our career preparation goals.

Career preparation prepares members for a career and employment through career awareness and preparation activities, for example, tours, travel, career/job fairs, guest speakers, job shadowing, career development workshops and conferences, and career counseling and information. Members also develop the motivation, attitude and pre-employability skills needed in pursuing a career which is reinforced through a program of competitive events.

\_\_\_\_\_, would you please tell our guests about our social activities goals.

Social activities provide members with an opportunity to gain knowledge of social graces, poise and professional etiquette through recreational activities, image-building projects, field trips, workshop presentations, and participation in school and community social and recreational programs.

Our last goal is civic development. \_\_\_\_\_ will tell you about our goals in this area.

Civic development provides members with an opportunity to recognize their obligations to the community through involvement in civic projects, for example, tours of local, state and federal government offices and legislatures, involvement in "get out the vote" campaigns, community development and improvement projects, civic appearances and campaign and election activities.

Speaker

Script

It is now my great privilege to induct new members into the \_\_\_\_\_ Chapter of the Montana Career Association. Members, you are expected to support the activities of your chapter, fulfill your membership obligations to the best of your ability, and set a positive example for others to follow.

Would the members please stand and take the vow of membership by raising your right hand and repeating after me:

"I solemnly pledge that I will carry out to the best of my ability all of the duties and responsibilities of membership in the Montana Career Association.

"I fully accept the purposes of this organization and promise to uphold its ideals in my personal life and in my business activities. I will conduct myself so that I shall reflect honor upon the organization and I will at all times endeavor to maintain high standards of personal integrity."

I now declare you to be members of the \_\_\_\_\_ Chapter of the Montana Career Association with all rights and privileges of membership. As recognition of your induction, please accept this JMG pin/certificate.

Ladies and gentlemen, please join me in congratulating the new members of the Montana Career Association.

(Applause.)

Members you may be seated.

An organization, to be successful, must have a core of dedicated members and officers. It is my pleasure to install the newly elected officers of the chapter.

(All officers stand in front of their chairs. As each officer's name is called, he/she should walk to the podium and face the speaker.

Speaker

Script

Will vice presidents, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_ please  
come forward to take their oath of office.

You have been chosen by your fellow members as vice presidents  
to carry out the four goals of the program of work and keep your  
committees working effectively. If you are willing to assume  
these responsibilities, please raise your right hand and repeat after  
me:

"I understand fully the responsibilities of vice president and I  
hereby promise to accept and fulfill these to the best of my  
ability."

(Vice presidents return to their seats.)

\_\_\_\_\_  
Will the secretary, \_\_\_\_\_, please come  
forward to take his/her oath of office.

You have been chosen as secretary by your fellow members. As  
secretary you are responsible for keeping accurate minutes of our  
meetings, maintaining membership rolls, and handling chapter  
correspondence. If you are willing to assume these  
responsibilities, please raise your right hand and repeat after me:

"I understand fully the responsibilities of secretary and I hereby  
promise to accept and fulfill these to the best of my ability."

(Secretary returns to his/her seat.)

\_\_\_\_\_  
Will the treasurer, \_\_\_\_\_, please come  
forward to take his/her oath of office.

You have been chosen as treasurer by your fellow members. As  
treasurer you are responsible for safeguarding funds and keeping  
an accurate record of receipts and expenses and other financial  
records of our chapter. If you are willing to assume these  
responsibilities, please raise your right hand and repeat after me:



Speaker

Script

"I understand fully the responsibilities of treasurer and I hereby promise to accept and fulfill these to the best of my ability."

(Treasurer returns to his/her seat.)

Will the president, \_\_\_\_\_, please come forward to take his/her oath of office.

You have been selected by your fellow members to be the leader of the chapter for the year. In electing you president, they have indicated their faith in your leadership abilities. As president you will preside over chapter meetings, represent the association with other organizations, and be responsible for progress of the chapter during the coming year. The members look to your leadership in all endeavors. If you are willing to assume these responsibilities, please raise your right hand and repeat after me:

"I understand fully the responsibilities of president and I hereby promise to accept and fulfill these to the best of my ability."

(President returns to his/her seat.)

Congratulations and best wishes for a successful year! Would the new president please come forward to lead is in the "chain of light" ceremony.

(New president comes to the podium.)

President

Chapter members, would all of you please stand. As a symbol of your installation, I will light the first candle in the "chain of light". The candles you light this evening represent your membership in the association and your hopes for future success.

(Music begins to play as each member lights the next member's candle. After all candles are lit, the president goes to the table.)

On behalf of the officers and members of the \_\_\_\_\_ Chapter of the Montana Career Association, I light this candle as a symbol of our unity.



Speaker

Script

(President lights large candle on the table.)

\_\_\_\_\_ Ladies and gentlemen, I present to you the officers and members of the \_\_\_\_\_ Chapter of the Montana Career Association.

(Applause.)

President

As members of the Montana Career Association, there are certain principles in which we believe. These are represented by our Creed. Fellow members, would you please rise as I recite our creed.

"I believe that each individual has the right to establish career goals and to develop skills necessary to achieve those goals.

"I believe that each individual should have the opportunity to choose a vocation appropriate to his or her interests, aptitudes and abilities.

"I believe that each individual has the responsibility to develop an appreciation for productive work and a respect for all vocations.

"I believe that each individual should have the opportunity to develop his or her full potential and become a productive member of society.

"I believe that the success of the free enterprise system depends upon the cooperation of government, labor, business, education and the community.

"I believe that participation in the Montana Career Association and Jobs for Montana's Graduates will strengthen the ability of each individual to achieve personal and career success.

\_\_\_\_\_ There are several guests (or groups of guests) to whom we would like to express our appreciation this afternoon.

Families members, would you please stand and be recognized for your guidance, support, patience and, most of all, your caring.

Appendix G  
Page 7

Speaker

Script

We thank you.

(Applause.)

School administrators, teachers and others guests, thank you for sharing this day and providing us with the opportunities to grow. Would you please stand and be recognized. Thank you.

(Applause.)

President

On behalf of the chapter members and officers, I would like to thank all of you all for sharing this very special ceremony with us this afternoon. Refreshments will be served immediately after the close.

I now declare this Initiation and Installation Ceremony adjourned.

(Rap gavel once.)

# Sample INITIATION AND INSTALLATION CEREMONY PROGRAM

Chapter Officers:

**President:**

Name

**Vice Presidents:**

Name

Name

Name

Name

**Secretary:**

Name

**Treasurer:**

Name

Chapter Members:

Names

Refreshments will be served  
immediately after the ceremony.

**INITIATION & INSTALLATION CEREMONY**

of the

**XX HIGH SCHOOL**

Date

**PROGRAM**

Welcome.....Name

Introduction of Officers.....Name

Remarks ..... High School Principal

Speech ..... Guest Speaker

Presentation of Program of Work .....Name

Name

Name

Name

Induction of Members.....Name

Installation of Officers .....Name

Chain of Light Ceremony

Presentation of the Creed..... President

Recognition of Guests.....Name

Closing

Thank you for coming!

# Appendix H

## Member Commitment

## MEMBER COMMITMENT

I WILL CARRY OUT TO THE BEST OF MY  
ABILITY, THE DUTIES AND RESPONSIBILITIES  
OF MEMBERSHIP IN THE JOBS FOR MONTANA'S  
GRADUATES-MONTANA CAREER ASSOCIATION.

I ACCEPT THE PURPOSES OF THE  
ORGANIZATION AND PROMISE TO UPHOLD ITS  
IDEALS IN MY PERSONAL LIFE AND IN MY  
BUSINESS ACTIVITIES.

---

(Signature)

---

(Date)

# Appendix I

## Chapter Officer Tools

## AGENDA WORKSHEET

1. **Date and time of meeting:** \_\_\_\_\_ **Roll taken?** ☐ Yes ☐ No
2. **Presiding officer:** \_\_\_\_\_
3. **Minutes of previous meeting submitted by:** \_\_\_\_\_  
☐ Approved as submitted ☐ Approved with the following change(s): \_\_\_\_\_  
\_\_\_\_\_
4. **Treasurer's report submitted by:** \_\_\_\_\_ **Treas. Balance \$** \_\_\_\_\_
5. **Unfinished Business:**  
Committee reports (attach to minutes or summarize reports):  
Committee: \_\_\_\_\_ Reporter: \_\_\_\_\_  
Summary: \_\_\_\_\_  
\_\_\_\_\_  
Committee: \_\_\_\_\_ Reporter: \_\_\_\_\_  
Summary: \_\_\_\_\_  
\_\_\_\_\_  
Committee: \_\_\_\_\_ Reporter: \_\_\_\_\_  
Summary: \_\_\_\_\_  
\_\_\_\_\_  
6. **Other unfinished business:**  
Item: \_\_\_\_\_ Action: \_\_\_\_\_  
\_\_\_\_\_  
Item: \_\_\_\_\_ Action: \_\_\_\_\_  
\_\_\_\_\_  
7. **New business:**  
Item: \_\_\_\_\_ Action: \_\_\_\_\_  
\_\_\_\_\_  
Item: \_\_\_\_\_ Action: \_\_\_\_\_  
\_\_\_\_\_

---

8. **Motions:**

Motion #1: \_\_\_\_\_

Made by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

☐ Passed ☐ Failed      Vote: For - \_\_\_\_\_ Against - \_\_\_\_\_

Motion #2: \_\_\_\_\_

Made by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

☐ Passed ☐ Failed      Vote: For - \_\_\_\_\_ Against - \_\_\_\_\_

Motion #3: \_\_\_\_\_

Made by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

☐ Passed ☐ Failed      Vote: For - \_\_\_\_\_ Against - \_\_\_\_\_

9. **Guest speaker(s) and Title of speech(es):** \_\_\_\_\_

10. **Announcements:**

Announcer: \_\_\_\_\_ Topic: \_\_\_\_\_

Announcer: \_\_\_\_\_ Topic: \_\_\_\_\_

11. **Motion to adjourn:**

Made by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

☐ Passed ☐ Failed      Vote: For - \_\_\_\_\_ Against - \_\_\_\_\_

Time of adjournment: \_\_\_\_\_

(Attach additional pages if needed.)



## CHAPTER MEETING PREPARATION CHECKLIST

### Prior to the Meeting:

- ☐ 1. Is the agenda ready?
- ☐ 2. Is the program ready? (Guest speaker confirmed, audiovisual equipment secured, etc.)
- ☐ 3. Are committees ready to report? Do you have the written committee reports?
- ☐ 4. Has someone checked with the advisor for announcements to be made?
- ☐ 5. Has someone checked the minutes of the last meeting for deferred business?
- ☐ 6. Are there any committees that need to be appointed? Do you have thoughts about who might serve on such committees?
- ☐ 7. Are you comfortable with the agenda? Have you anticipated questions on business matters?
- ☐ 8. Have members been reminded of the meeting time and place (calls, letters, posters, etc.)?
- ☐ 9. Other: \_\_\_\_\_

### The Day of the Meeting:

- ☐ 1. Is the meeting place ready? (Chair/table arrangement satisfactory, needed equipment secured and in working order, etc.)
- ☐ 2. Are meeting tools ready? (Flag and banner in place, gavel on the lectern, handouts ready, etc.)
- ☐ 3. Is someone assigned to meet and introduce any guests? Is he/she present to do so?
- ☐ 4. If refreshments are to be served, are they ready?
- ☐ 5. Other: \_\_\_\_\_

## POST CHAPTER MEETING CHECKLIST

### Immediately After the Meeting:

- ☐ 1. Is the meeting room clean and in good order?
- ☐ 2. Was all equipment returned and in good repair?
- ☐ 3. Are all doors closed and locked, if necessary?

### A Few Days After the Meeting:

- ☐ 1. Have thank you letters been written? (Guest speaker, appreciation for donations, refreshments, etc.)
- ☐ 2. Have minutes of proceedings been written?
- ☐ 3. Have the meeting and program been evaluated? (What information was learned that can benefit future meetings?)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- ☐ 4. Has follow-up of the meeting taken place? (Publicity prepared, action approved at the meeting taken care of, committees and chairpersons appointed, etc.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- ☐ 5. Other.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## COMMITTEE ASSIGNMENT SHEET

☐ Standing Committee    ☐ Ad Hoc Committee

1. Name of committee: \_\_\_\_\_

2. Committee chairperson: \_\_\_\_\_

3. Committee members: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Objectives to be accomplished:	Timeline:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. Special considerations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Report to be submitted to president by: \_\_\_\_\_  
(Date)

7. Report to be presented to the chapter by: \_\_\_\_\_  
(Date)

## CHAPTER MEMBERSHIP ROLL AND ATTENDANCE

School Year: 20\_\_\_\_ → 20 \_\_\_\_

Chapter: \_\_\_\_\_

No.	Name of Member	Class/ Grade	Meeting Attendance/Dates									
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												
17.												
18.												
19.												
20.												

Page \_\_\_\_ of \_\_\_\_ pages.

## CHAPTER BUDGET

For the period beginning \_\_\_\_\_ and ending \_\_\_\_\_

### Projected Income:

Balance forward	\$ _____
Dues (_____ members at \$ _____)	\$ _____
Fund raising projects:	
Project #1	\$ _____
Project #2	\$ _____
Other income: _____	\$ _____
<b>Total Projected Income</b>	<b>\$ _____</b>

### Projected Expenses:

Leadership Development Committee (including conferences)	\$ _____
Career Preparation Committee	\$ _____
Social Activities Committee	\$ _____
Civic Development Committee	\$ _____
Initiation & Installation Planning Committee	\$ _____
_____ Committee	\$ _____
_____ Committee	\$ _____
Executive Committee	\$ _____
Other (specify) \$	
<b>Total Projected Expense</b>	<b>\$ _____</b>
<b>Net Income (Loss)</b>	<b>\$ _____</b>

## CHAPTER INCOME AND EXPENSE STATEMENT

For the period beginning \_\_\_\_\_ and ending \_\_\_\_\_

### Actual Income:

Balance forward	\$ _____
Dues (members at \$ _____)	\$ _____
Fund raising projects:	
Project #1	\$ _____
Project #2	\$ _____
Other income:	
_____	\$ _____
<b>Total Income</b>	<b>\$ _____</b>

### Actual Expenses:

Leadership Development Committee	\$ _____
Career Preparation Committee	\$ _____
Social Activities Committee	\$ _____
Civic Development Committee	\$ _____
Initiation & Installation Planning Committee	\$ _____
_____ Committee	\$ _____
_____ Committee	\$ _____
Executive Committee	\$ _____
Other (specify) _____	\$ _____
<b>Total Expenses</b>	<b>\$ _____</b>
<b>Net Income (Loss)</b>	<b>\$ _____</b>

## CHAPTER RECEIPTS AND DISBURSEMENTS

For the period beginning \_\_\_\_\_ and ending \_\_\_\_\_

Date	No.	Paid to/Received from	For	Amount	Balance
			Beginning balance	\$	\$
				\$	\$
				\$	\$
				\$	\$
				\$	\$
				\$	\$
				\$	\$
				\$	\$
				\$	\$
				\$	\$
				\$	\$
				\$	\$
				\$	\$
				\$	\$
				\$	\$
				\$	\$
				\$	\$
				\$	\$
				\$	\$
				\$	\$
				\$	\$
			Ending Balance	\$	\$

## COMMITTEE REPORT

1. Name of committee: \_\_\_\_\_
2. Committee members: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Committee objective(s) and timeline(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Progress toward goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Other discussion points: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Does the committee anticipate reaching the objective(s) as per the timeline? If not, what resources or help are needed?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Report submitted by: \_\_\_\_\_

(Chairman/Secretary)

Date: \_\_\_\_\_



## MONTANA CAREER ASSOCIATION MODELS

The models presented below were developed to assist schools in forming a local career association chapter agreeable with the design of the local JMG program.

### Model One - Single Class

#### **Typical Characteristics**

1. One grade or one class of more than one grade.
2. One job specialist.
3. One career association integrated into one class.
4. One slate of chapter officers.
5. One meeting schedule.
6. One Program of Work (including two activities under each of the four areas, plus fund raising to carry out the activities) with one class planning and conducting activities.
7. One Initiation and Installation with one class planning and conducting activities.

#### **Coordination**

1. Coordination for a single class association is easily facilitated through the classroom structure.

### Model Two - Multi-Class

#### **Typical Characteristics**

1. More than one class of one or more grades.
2. One or more job specialists.
3. One career association integrated into more than one class.
4. One slate of officers for each grades eleven and twelve and class representatives in grades nine and ten with some type of coordination between classes.
5. Individual class meetings.
6. One Program of Work with multiple classes planning and conducting activities.
7. One Initiation and Installation with multiple classes planning and conducting activities.

#### **Coordination**

1. Coordination issues for a multi-class model are more difficult since there may be more than one class meeting at different times and more than one job specialist. Major coordination issues seem to focus on four areas: officer slate, meetings, Program of Work and Initiation and Installation Ceremony.

# Appendix J

## Montana Career Association Models

## MONTANA CAREER ASSOCIATION MODELS

The models presented below were developed to assist schools in forming a local career association chapter agreeable with the design of the local JMG program.

### Model One - Single Class

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1. Coordination issues for a multi-class model are more difficult since there may be more than one class meeting at different times and more than one job specialist. Major coordination issues seem to focus on four areas: officer slate, meetings, Program of Work and Initiation and Installation Ceremony.

### Model One - Single Class

#### **Options for Meetings**

1. Individual class meetings.

#### **Options for Officers**

1. Slate to include president, four vice presidents (POW areas), secretary and treasurer.
2. Slate to include above officers plus others as needed.
3. Slate would combine one or more offices listed as needed locally, i.e., secretary-treasurer rather than two offices.

#### **Options for Initiation & Installation**

1. I & I planned and conducted by one class.

### Model Two - Multi-Class

#### **Options for Meetings**

1. Individual class meetings with chapter officers/class representatives coordinating among classes (Executive Committee).
2. Individual class meetings with the job specialist coordinating among classes.
3. Chapter meetings held during school and/or during the noon hour.
4. Chapter officers and class representatives meeting to share information.
5. Individual class meetings with a recorder from each class keeping a bulletin board up-to-date on class activities and providing space for other classes to provide input.

#### **Options for Officers**

1. Slate of officers for grades eleven and twelve as described in model one plus representatives from other classes.
2. Slate of officers elected with candidates running "at large", i.e., any junior and/or senior class members could campaign for any of the officer positions, with the exception of class representatives.

#### **Options for Initiation & Installation**

1. I & I planned and conducted with all classes involved.
2. I & I planned and conducted with different responsibilities assigned to each class, i.e., grade 9--invitations, grade 10--decorations, grade 11--food; grade 12--clean-up.

### Model One - Single Class

#### **Options for Program of Work**

1. Program of Work (POW) planned and conducted by one class.

### Model Two - Multi-Class

#### **Options for Program of Work**

1. Program of Work planned and conducted with the four POW areas divided among the classes. Each class would conduct two activities in one area (plus fund raising to carry out the activities), as follows:  
Grade 9 - Leadership Development  
Grade 10 - Community Service  
Grade 11 - Social Activities  
Grade 12 - Career Preparation

Combination classes would plan and conduct activities designated for the appropriate grade levels.

2. Program of Work planned and conducted with all classes involved.